



Global Policy Capstone Workshop: Etta Projects

*The Right to Choose Their Own Path:
Increasing Youths' Capacity to Aspire Through a Human Rights Approach to Sexual
Health and Reproductive Rights Education in Bolivia*

Capstone Paper: In Partial Fulfillment of the Master Degree Requirements

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Table of Contents

Introduction	2
Description of Project Collaboration	2
Overview of Research & Defining Key Concepts	2
<i>The Capacity to Aspire</i>	2
<i>Typologies of Sexuality Education</i>	3
Sexuality Education as a Human Right	4
Academic Literature Review	5
Bolivian Context	5
Gender-based Violence	7
Comprehensive Sexuality Education: Global Outcomes & Impacts	8
<i>Increasing Self-Efficacy while Increasing Positive Sexual & Reproductive Health Outcomes</i>	8
<i>Delivery of CSE: Community-based Programs</i>	9
Methodology	10
Curriculum Development & Selection	10
<i>Curriculum Development Process</i>	10
Qualitative Research	11
<i>Findings</i>	11
Discussion & Recommendations	13
References	14
Appendices	17
Appendix 1. International Human Rights Treaties & Relevant Articles, Bolivia	17

Introduction

In 2013, the Organización Panamericana de la Salud (OPS) undertook a comparative study in 12 Latin American countries, in which Bolivia came first in physical and sexualized violence against women, perpetrated by their partner or ex-partner, with 53% of all Bolivian women being affected (Camacho Justiniano, 2015). Under Bolivian law, girls are guaranteed the right to ask and receive information and training in all areas of health, sexual and reproductive rights, as prescribed in Law No. 342 (Asamblea Legislativa Plurinacional de Bolivia, 2013). However, adolescent girls and women in Bolivia are systematically denied access to information and education on their sexual health and reproductive rights. Therefore, they are at greater risk of experiencing the high rates of gender-based violence (GBV) and adolescent pregnancy that are pervasive in the country. As a result of this denial of their right to information and education, women and girls in Bolivia are often unaware of their legal rights and the resources that exist within their local context.

Youth continue to be denied access to information and sexual health and reproductive rights (SHRR) education, and therefore are unable to exercise the agency to be able to make their own informed decisions about their sexual and reproductive health. This leaves them vulnerable to adolescent pregnancy and increased rates of gender-based violence.

Description of Project Collaboration

In partnership with Etta Projects, a Global Policy Capstone team of graduate students from the Humphrey School of Public Affairs at the University of Minnesota created the following report: *The Right to Choose Their Own Path: Increasing Youths' Capacity to Aspire Through a Human Rights Approach to Sexual Health and Reproductive Rights Education in Bolivia*. This report includes a literature review and subsequent curriculum with recommendations for the implementation of Etta Projects' 8-week sexual health and reproductive rights workshop in the summer of 2019.

Overview of Research & Defining Key Concepts

The Capacity to Aspire

This partnership aims to provide program participants with needed knowledge as well as an increased understanding of their own potential. The term *capacity to aspire* was first coined by Arjun Appadurai (2004) in *Culture and Public Action*. Appadurai counters the dominant narrative that is far too often spoken in human rights and development circles that limits *culture* to the 'traditions, customs, and heritage, etc.' of often an entire country. Appadurai (2004) offers a counternarrative—that what we know as *culture* is just as much rooted in forward-looking hopes for the future as it is about heritage and the past. Aspirations are not only limited to an individual, but are societal as well (Appadurai, 2004). Aspirations, goals, targets and future hopes for happiness, for health, or for the “good life,” exist in all societies, but likely are very distinct in application (Appadurai, 2004). As for the other part of the *capacity to aspire*—Appadurai situates capacity as a *cultural capacity* to

exercise voice in order to change the terms of recognition (how a person or a group is viewed/perceived/interacted with) within a given society (Appadurai, 2004).

The crucial point of the *capacity to aspire* is that this cultural capacity is not distributed evenly in any society. Appadurai makes the persuasive argument that “the better off you are (in terms of power, dignity and material resources), the more likely you are to be conscious of the links between the more and less immediate objects of aspiration” within your society (2004). Therefore, society has simply provided the wealthy and powerful many opportunities to link material goods and/or immediate opportunities to more generic possibilities and options to aspire to, whereas these opportunities and links are severely diminished by society for the poor and/or marginalized. As Appadurai synthesizes:

The more privileged in any society have simply used the map of its norms to explore the future more frequently and more realistically, and to share this knowledge with one another more routinely than with their poorer and weaker neighbors (2004).

This project collaboration between Etta Projects and the Humphrey School at the University of Minnesota has an overarching goal of increasing youths’ *capacities to aspire* in the eastern lowlands of Bolivia.

Typologies of Sexuality Education

Although there is not one universally-accepted definition of sexuality education (SE), there has been a “growing demand for a paradigm shift in sexuality education, toward an approach that places gender norms and human rights at its heart” (Rogow, 2013). This growing demand for a shift in SE has evidenced itself in various international meetings and agendas taken up by international organizations in the past two decades. However, definitions of SE created at international levels often fail to convey the nuances and specificities of sexual knowledge and education in specific local contexts. For example, UNESCO’s (2018) *International Technical Guidance on Sexuality Education* policy, broadly defines SE as:

An age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, nonjudgmental information. SE provides opportunities to explore one’s own values and attitudes and to build decision-making, communication and risk reduction skills about many aspects of sexuality.

In reality, though, not all types of SE are accurately described by this definition. Sexuality education has *also* historically been broadly defined and/or used interchangeably with terms such as: “abstinence-only education,” “sex education,” “HIV education,” or “sexual health education” (Ponzetti, 2016). More importantly, sexuality education has historically been utilized to advance particular ideologies, ranging from conservative transmissions of dominant sexualities and heteronormative gender relations, to liberationist/personal

development ideologies, to post-colonial and post-modern ideological SE frameworks (Ponzetti, 2016). Comprehensive sexuality education is just one framework through which to deploy SE, and this framework is discussed in-depth within the Outcomes & Impacts section below.

Sexuality Education as a Human Right

Human rights are universal, indivisible, inalienable, and interdependent. They are granted to all humans simply by virtue of being human. Such rights are enshrined in the Universal Declaration of Human Rights (UDHR) on the basis that “all humans are born free and equal in dignity and rights” (United Nations General Assembly, 1948). From this document emerged legally binding treaties that protect a range of rights and populations, such as the rights of the child, economic and social rights, and discrimination against women.

Reproductive rights are “based on the right of couples and individuals to decide free from discrimination, coercion and violence whether to have children, how often and when to do so, having the necessary information and means to make such decisions. It is also connected with their right to the highest attainable standard of sexual and reproductive health” (United Nations, 2014). While SHRR and CSE are not explicitly stated in international human rights treaties, the right to sexual health and reproduction is linked to, and protected by, numerous other rights. These rights include the right to education, the right to health care, the right to consent to marriage and equality in marriage, the right to life, the right to liberty and security of persons, and the right to equality and non-discrimination, just to name a few. These rights are guaranteed by binding international treaties, which have been signed and ratified by the Plurinational State of Bolivia, including: the International Covenant on Economic, Social, and Cultural Rights (ICESCR), the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC). State parties, such as Bolivia, are obligated to ensure that the rights enumerated in such treaties are upheld for their citizens without discrimination.

Sexual health and reproductive rights remain one of the most contentious and highly criticized sectors of rights due to its often stigmatized and taboo nature. Currently, millions of women in developing countries do not have the means to adequately control family planning matters because “they lack access to information, education, and counselling on family planning, cannot access contraceptives and face social, economic or cultural barriers, including discrimination, coercion and violence in the context of their sexual and reproductive lives” (Greene et al, 2012). This is in direct violation of articles 12 and 16 of CEDAW, which guarantees the right to “access to health care services, including those related to family planning”, and to “decide freely and responsibly on the number and spacing of their children and to have access to the information, education, and means to enable them to exercise these rights” (Convention on the Elimination of all forms of Discrimination Against Women, 1979). Therefore, women have the right to education on

family planning matters, such as contraceptive use and safe sex practices. They also have the right to access health care services that also relate to family planning.

Table 1. Treaty Body Articles Applicable to SHRR & CSE

Conventions Ratified by Bolivia	Year of Ratification	Relevant Articles
Universal Declaration of Human Rights (UDHR)	1948	1, 2, 3, 5, 6, 19, 25, 26
International Covenant on Civil and Political Rights (ICCPR)	1982	2, 26
International Covenant on Economic, Social, and Cultural Rights (ICESCR)	1982	2, 3, 12, 13
Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)	1990	1, 2, 3, 5, 10, 12, 14, 15, 16
Convention on the Rights of the Child (CRC)	1990	2, 13, 24, 28, 29
International Covenant on the Elimination of all Forms of Racial Discrimination (CERD)	1970	1, 5

See Appendix 1 for a more comprehensive list of relevant international human rights treaties and their applicable articles

Academic Literature Review

Bolivian Context

Bolivia is one of the most culturally, linguistically, and geographically diverse nations in the world. Consequently, it faces many challenges in providing services and public announcements, and implementing policies for its diverse and dispersed population groups (Ayisi, 2015). Services such as sexual health and reproductive rights (SHRR) education for youth, have been difficult to implement and maintain, because the majority of the indigenous populations - which make up 60% of Bolivia's population - live in remote, rural areas (Taylor and Vargas, 2012). In addition to this major obstacle, Machismo culture is still very prevalent in Bolivia, highlighting persisting gender inequality and women's low access to opportunities and economic and political participation (Chambel, 2012). In a UNICEF Report of the problems of Bolivian children, Ayisi writes that the Machismo culture figures largely into the high rate of adolescent pregnancies, because girls feel that they do not have the power to say "no" to their peers. Because sexual interactions often happen at school, and because girls are then likely to quit school due to pregnancy - with 17% of adolescent girls reported leaving school because of pregnancy in 2011, the school setting is highly relevant to the topic of SHRR education in Bolivia (Taylor and Vargas, 2012). The risk associated with school attendance is higher for girls from rural areas, who are forced to live away from home in order to attend school (Ayisi, 2015).

Some Latin American countries, such as Argentina, Uruguay, Colombia, Cuba, Peru, Mexico, and the Dominican Republic, have developed national legislative frameworks that made CSE compulsory in schools (UNESCO, 2015). In Bolivia however, SHRR education is still not prevalent in schools, with the majority of SHRR education and services being done by several INGOs. Marie Stopes International and International Planned Parenthood Federation (IPPF) are two large organizations which provide services through a network of clinical centers, outreach teams, and community health nurses, focusing on family planning and contraceptive use, especially in remote areas (Marie Stopes International and IPPF websites). Centro de Investigación, Educación y Servicios (CIES) is a local organization funded by USAID and IPPF which provides sexual health education and services through a wide network of (14) clinics and youth programs, health services such as SRH prevention, detection, and treatment, and additional programs focused on women's empowerment, gender based violence (GBV), and HPV vaccines (Taylor and Vargas, 2012).

While information on SHRR education in Bolivian schools is not widely available, the need for the introduction of Comprehensive Sexuality Education (CSE) into the public school system has been recognized by the Bolivian Ministries of Health and Education. This may in part have been made possible by the new Political Constitution of State which was approved in 2009. The document contains principles and norms to recognize and exercise human rights, specifically sexual and human rights for all citizens, as well as articles pertaining to women's rights and an equal society free from violence (Chambel, 2012). The Ministerial Declaration, *Preventing through Education*, was approved in Mexico City at the first Meeting of Ministers of Health and Education to Stop HIV in Latin America and the Caribbean. By 2015, the ministries of health and education of each country in attendance, including Bolivia, pledged to a 75% reduction in the number of schools who *do not* institute CSE and a simultaneous 50% reduction in the number of youth who *do not* have sexual and reproductive health coverage (Ministerial Declaration, 2010). To meet these goals of CSE and access to sexual and reproductive health services, it is evident that there is a need for cross-sector collaboration between health and education.

In a subsequent evaluation of the implementation of the declaration, Bolivia came in last in the regional progress rankings. Looking at important criteria such as specific public policies for implementation, participation and inclusion of youth in the design and implementation of CSE programs/policies, availability of CSE curricula, informational campaigns and teacher training programs, and allocated financial resources for implementation, the evaluation gave Bolivia a progress score of 24% to implementation, as compared to an aggregate regional progress of 58% (Hunt et al., 2014). There was larger regional progress towards implementation among ministries of health, at 66%, than among ministries of education, at 49%, which points to a deficit in the availability of CSE education. Additionally, only half of the countries reported a complete CSE curriculum that included topics of gender equality, rights, sexuality and citizenship, scientific information on SRH and HIV, violence prevention, and interpersonal relationships (Hunt et al., 2014).

From the evaluation it is evident that Bolivia is facing many challenges in the declaration's implementation. This is not surprising considering Bolivia's diverse and dispersed population, compounded by additional issues of poverty, inequality, rural/urban divide, and machismo culture. Therefore, while it is very important for CSE to be offered in schools, it is difficult without adequate government policies and funding. This is where INGOs and local organizations will have to step up and fill in the gaps. Further discussion of CSE's application to contexts other than Bolivia begins later in this report.

Gender-based Violence

Gender-based violence (GBV) encompasses multiple forms of violence, “directed at an individual based on his or her biological sex OR gender identity. It includes physical, sexual, verbal, emotional, and psychological abuse, threats, coercion, and economic or educational deprivation, whether occurring in public or private life” (Ott, 2017). As in many countries worldwide, the types of threats affecting men and women tend to differ. Violence against women is often perpetrated within the home or by the hands of romantic partners. Globally, it is estimated that one-third of women and girls have suffered physical and sexual abuse (UNESCO, 2016.). In Bolivia, an estimated 53.3% have experienced physical and sexual abuse from their partner or former partner (Bott et al., 2012). Some Bolivian government statistics have placed the rate of women experiencing some type of violence as high as 87% (Camacho Justiniano, 2015). Despite improvements throughout Latin America in the past decade, Bolivia has seen an increase in rates of physical and sexual violence directed at its female population (Moloney, November 2018). It is reported that 109 women were killed in 2017 in cases of femicide, the murder of women because of their gender (Women's Aid, n.d.).

The relatively high rate of GBV within Bolivia corresponds with a pervasive culture of machismo throughout Latin America. Cultural understandings of gender norms allow for GBV to flourish, with 65 % of teenage boys and 45 percent of teenage girls of the opinion that a woman who says no to sex actually means yes (Moloney, July 2018). Only 20% of Bolivian young people reject machismo as a normal practice (Ortega, 2018). As teenagers enter into romantic relationships, the impact of that acceptance becomes clear: power imbalances and abuse within relationships leave women twice as likely to contract sexually transmitted infections (“Targeting Violence Against Women in Bolivia and Vietnam,” 2010), and more likely to discontinue contraceptive use because of their partner's insistence (McCarraher, 2006), leading to higher rates of unintended or unwanted pregnancies (Bott et al.).

Specific efforts are ongoing within the country to counter this culture, especially among youth. Oxfam launched the “ACTÚA, Detén la violencia” campaign in 2017 with the goal of ending violence against women, which it describes as “one of the most widespread violations of human rights” (Oxfam International, n.d.). Partnering with young people in Santa Cruz, La Paz, and El Alto, Oxfam specifically focuses on jealousy within relationships

and aims to increase interventions by young people when witnessing relationship violence. Shareable content on Facebook, such as memes and vlogs created by influencers, is a central strategy of the campaign. The 41,000 people following the ACTÚA Facebook page see content that counters the prevailing social norms that, “Love hurts,” “Men must protect their partners, but this often translates into control,” and “Violence is a private matter” (Muir-Buichard, 2018).

The reality of GBV in Bolivia stands in stark contrast to its laws. A suite of regulations passed in recent years insist upon equal treatment and harsh punishments for perpetrators of GBV. The country criminalized political violence and harassment of women in 2012 by passing Law 342. The feat required a decade of organizing by female elected officials (Krook, 2018) and over 4,000 complaints of harassment from women participating in the political process. The penalty for breaking the law is a prison sentence of two to eight years (UN Women, 2012).

One year after Law 342 passed, President Evo Morales’s government passed Law 348 to address the scourge of intimate partner violence. It created shelters for survivors of abuse and a specific prosecutorial process for GBV, though implementation has been slow per advocates (Nikolau, 2017). In 2018, the President created a cabinet office to fight against violence directed at women and children (Bolivia Announces Special Cabinet to Eradicate Violence Against Women, 2018). In his statement about the cabinet, released on Twitter, Morales acknowledged that Bolivia has many laws against violence and racism, but that he is “not seeing them applied.” The Plurinational Service for Women and Depatriarchalization is led by the president in conjunction with women’s organizations (Bolivian President Boosts Women’s Protection Mechanisms, n.d.). Despite the bevy of legislation aimed at preventing GBV and punishing those who commit these violations, Bolivia continues to have high rates of violence.

Comprehensive Sexuality Education: Global Outcomes & Impacts

Increasing Self-Efficacy and Positive Sexual & Reproductive Health Outcomes

As stated previously, the term and practice of comprehensive sexuality education (CSE) has emerged in recent decades in attempts to move from a strictly bio-physical interpretation of SE, to a broader focus that also recognizes sexuality as a “natural part of human development through every phase of life, and includes physical, psychological, spiritual and social components” (UNESCO, 2015). As the field of sexuality education has moved forward, CSE has demonstrated positive impacts on sexual and reproductive health outcomes. These positive health outcomes include: contributions to reducing STIs, HIV and unintended pregnancy, increase in safer sexual behaviours and delaying sexual debut (UNESCO, 2015). The most unique and impact-driven contributions of CSE lie in its increasing focus on “addressing gender, power relations, and human rights” in order to even further improve sexual and reproductive health outcomes (UNESCO, 2015). In fact, in 2015, researcher Nicole A. Haberland undertook a review of 22 curriculum-based SE programs, and found that “80 percent of programs that addressed gender or power

relations were associated with a significant decrease in pregnancy, childbearing or STIs,” and that these programs were “five times as effective as programs that did not address gender or power” (2015).

Not only has CSE produced clear impacts on sexual and reproductive health outcomes by contributing to reducing STIs, HIV and unintended pregnancy (UNESCO, 2018), CSE has also increasingly demonstrated impact in terms of “improving knowledge and self-esteem, changing attitudes and gender and social norms, and building self-efficacy” (UNESCO, 2015). For example, a 2014 review of school-based CSE programs demonstrated the following outcomes: “increased HIV knowledge, increased self-efficacy related to condom use and refusing sex, increased contraception and condom use, a reduced number of sexual partners and later initiation of first sexual intercourse” (Fonner et al, 2014). Increasingly, there has been considerable movement within the field towards also incorporating gender, power relations and human rights into CSE programs. In fact, including gender, power relations and rights has been demonstrated to be even *more* effective than CSE programs that did not include gender or power relations (Haberland 2015).

Delivery of CSE: Community-based Programs

Even though there are laws and policies in many countries about the delivery and the right to sexual health education, in many States—such as Bolivia—CSE is not always fully incorporated into school-based education. Because of this, community-based CSE programs have an important role to play in filling the gaps where government and/or schools cannot (or will not) provide for comprehensive sexuality education. Even if school-based CSE programs are not a feasible outcome right now, goals for future outcomes should include the expansion of school-based delivery of sexuality education, because of the compulsory nature of primary education (Cushman in Ponzetti 2016), in addition to Bolivia’s commitment to the ministerial declaration mentioned previously. However, there are limitations to school-based programs, as they must be adaptable to large and diverse groups of students, whereas community-based CSE programs can tailor to specific target audiences. Due to their participatory nature, community-based CSE programs are likely not subject to the same legal mandates and/or content scrutiny that sexuality educational curricula often face in schools (Cushman in Ponzetti 2016).

These exceptions create many opportunities for community-based programs. As organizations like Etta Projects are aware, community-based programs should be developed based on an informed analysis of the relevant needs and assets of the specific target audience of young people (Cushman, 2016). This also requires a high degree of specificity in defining a target population for the intervention and/or program. Community-based programs—such as Etta Projects’ SHRR program—are not constrained by the same time restrictions as school schedules, which in turn allows for “longer-term programs such as peer education” *and* provides opportunities to include audiences beyond young people themselves, and extending program reach to include parents, families and

community members (Cushman, 2016). Related to this, community-based organizations have the ability to set their own policies that guide processes such as curriculum selection and content requirements, and negotiate the process for obtaining parental consent (Cushman, 2016).

Even in light of all the aforementioned benefits of community-based SE programs, because of their voluntary nature, these programs need to pay particular attention to their recruitment and retention methods. Community-based SE programs must compete with the “myriad of other activities that occupy young people’s out-of-school time, including employment, family obligations, sports, and other extracurricular activities,” and because of this, “marketing efforts and incentives may be essential to securing program participation and ensuring success for community-based programs” (Cushman, 2016).

Methodology

Curriculum Development & Selection

Curriculum Development Process

In alignment with the Etta Projects model of service, this capstone project originated out of conversations with community members and EP staff. These leaders and mothers of young daughters, expressed a desire for a training program that would improve the confidence and self-sufficiency of their children and provide a baseline understanding of sexuality. High rates of GBV, including domestic violence and sexual assault, as well as entrenched gender roles, stack the deck against women in Bolivia. This program was created to address those initial community concerns while also speaking to the additional layer of oppression facing Bolivian women.

Our research and writing process involved traditional academic research, client consultation, and on-site qualitative research. We began with a literature scan focused on typologies of sexuality education, human rights-based pedagogies, and gender-based violence in the region and in Bolivia itself. Because of Etta Projects’ focus in a specific area of rural Bolivia, we relied heavily on Etta Projects staff and affiliated researchers to better understand the particular cultural context of Santa Bárbara, Bolivia. Ongoing consultation over a period of several months helped our team to better understand the most effective ways of presenting information. For example, the importance of radio as a source of both entertainment and information became clear in these conversations but was never mentioned in the relevant literature. Therefore, a radio campaign became a culminating activity for the curriculum as an optimal way to bring new ideas through a medium familiar to program participants.

With this knowledge, we undertook a review of existing sexuality education curricula. This peer comparison included The Population Council’s *It’s All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education*

(Haberland et al, 2009) and *Sexualidad adolescente y proyecto de vida: Ejerciendo el derecho a una educación integral. Guía para facilitadores/as en educación para la sexualidad* (García y La Oficina Jurídica de la Mujer [Cochabamba], 2007). Both provided a baseline understanding of curriculum structure and appropriate language for youth instruction. These curricula were known to EP prior to the start of this project, but were not specifically tailored to their target population's needs. The EP curriculum innovated on these programs by including a greater degree of interactivity for participants and specificity for program facilitators.

A site visit in March 2019 completed by members of the capstone team further elucidated areas to emphasize within this final report and curriculum. The team conducted focus groups with mothers and daughters in the target population to get a broad sense of goals for this program. One-on-one conversations also influenced our selection of topics within the curriculum. The issue of human trafficking had not been a focus of the curriculum prior to this site visit but was included based on information gleaned in personal interactions. Community consultation influenced every aspect of this report, including the balance of lectures to activities within the curriculum, the introduction of vocational and recreational options, and the daily timeline of each lesson plan.

Qualitative Research

To assess local attitudes concerning sexual health and reproductive rights, and to make the curriculum as culturally appropriate as possible, two team members and a PhD student affiliated with ETTA Projects traveled to Santa Bárbara, Bolivia over spring break to carry out qualitative research. This trip also served as a site visit to examine Etta Projects' Community Transformation Center (CTC) to understand, spatially, where the program will be carried out.

Santa Bárbara is a small community of about 40 households located in the municipality of Buena Vista, two hours outside of Santa Cruz. The community is located down a long dirt road that often washes out in heavy rain, and consists only of one primary school. The Community Transformation Center is located approximately 1 kilometer outside of Santa Bárbara.

During the field visit, the capstone team members spent time engaging in informal conversations with mothers within the community of Santa Bárbara, to build relationships and trust, and to assess their thoughts on the program. They also met with the local clinic and the public defender's office to get a better understanding of their work in the municipality and collect quantitative data about youth in the region.

Findings

The meetings with the local mothers presented several common themes. First, the mothers discussed a desire for their daughters to have an opportunity to explore possible vocations and interests, and tools to help them pursue career interests. Second, they spoke of the

violence present in their community and their desire to break the cycle so their daughters may be free from violence. Lastly, they spoke more generally about wanting a better life for their daughters. Their hope for this program was that their daughters would be equipped with knowledge and tools to avoid unwanted pregnancy so they may continue their schooling and find good jobs, thereby breaking the cycle of poverty present in the area.

From the local clinic, we learned that there is extreme corruption in the Bolivian health care system that leaves hospitals and clinics chronically understaffed and under-resourced. The clinic we visited was the only clinic within the municipality of Buena Vista, serving approximately 15,000 people despite only having 7 doctors on staff. For the community of Santa Barbara, the clinic is located far away and difficult to access without a vehicle or motorbike. Due to the extremely poor quality of the healthcare system, Bolivians often go without medical help, and tend to seek services only when it is too late. The staff at the clinic spoke of high rates of teenage pregnancy but it was clear that they were unaware that the cause of pregnancy is often due to violence against women. The staff was under the impression that the pregnancies were just a result of young people choosing to engage in intercourse. This highlighted a lack of awareness of the pervasiveness of violence against women that often leaves young girls pregnant. Furthermore, it shows the lack of training of medical staff to deal with cases of pregnancy resulting from rape.

Lastly, we spoke with the local defender's office that works with cases dealing with minors in the municipality. They provided us with statistics of the types of cases they had worked on the previous year. The figures showed a relatively low number of violence and sexual assault cases, which the staff recognized that these cases are typically extremely underreported which results in discrepancies in the data. The staff here had a much better grasp of the realities that young people in the area face. Much like with the healthcare system, the legal system is highly corrupt as well, with cases taking prolonged time to complete and widespread bribery. This, coupled with the lack of knowledge of the office, or how to navigate the legal system, is why people generally do not seek its service or file legal cases when they experience harm.

While we did not meet with them directly, we learned that there are a few organizations in the area currently working on issues related to violence against women, sexual violence, and sexual health education. Yet, these organizations are extremely siloed in their work and there was no discernable collaboration or cooperation between them. Furthermore, the organization offering sexual health programs were not cognizant of the cultural setting and did not take into account barriers such as language and literacy rates into their training, rendering them largely ineffective.

While in-country, it was discovered that human trafficking was a major problem in the area, with Santa Cruz having the highest rates of human trafficking in the region. This issue was not highlighted in the literature review, but revealed the importance of needing to

include human trafficking awareness into the program, as many young girls are at risk and need to be able to recognize common tactics used by traffickers.

Overall, our visit highlighted many nuances that simply were not present in academic literature but were vital for creating a culturally appropriate program for the girls in Santa Barbara. These nuances included literacy rates and the need to adapt activities to be more activity-based and less reading and writing-based. Others included the need to be more aware of the lack of resources readily available for the girls to seek help or services, due to their distance from clinics or legal offices. Furthermore, the literature did not readily present the corruption present among these services, therefore making us more aware of how to make this curriculum more appropriate for the given setting and how to seek help outside of these resources.

Discussion & Recommendations

Implementing a program like this one on a large scale has the potential to fundamentally shift society for the better. To maximize its impact, it will be important for Etta Projects to locate sustainable funding structures and to train numerous health promoters in this curriculum. The implementation process should allow for further customization beyond what is contained in this report. As this program grows, translation into indigenous languages like Quechua or Aymara may be necessary. Feedback from the community will be essential in ensuring that this program remains relevant.

The sensitivity of these topics made a single-sex approach most feasible in this introductory phase, but the inclusion of men and boys in future programming must be a goal. High rates of domestic violence and adolescent pregnancy cannot be remedied without participation by the other half of the population.

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Appendices

Appendix 1. International Human Rights Treaties & Relevant Articles, Bolivia

Conventions Ratified	Year of Ratification	Relevant Articles
UDHR	1948	1, 2, 3, 5, 6, 19, 25, 26
International Covenant on Civil and Political Rights (ICCPR)	1982	2, 26
International Covenant on Economic, Social, and Cultural Rights (ICESCR)	1982	2, 3, 12, 13
Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)	1990	1, 2, 3, 5, 10, 12, 14, 15, 16
Convention Against Torture (CAT)	1999	
Convention on the Rights of the Child (CRC)	1990	2, 13, 24, 28, 29
International Covenant on the Elimination of all Forms of Racial Discrimination (CERD)	1970	1, 5
Convention on the Rights of Persons with Disabilities	2009	
International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families	2000	

Theme	Convention	Article
Right to Health	CRC	<p>24.1: Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States shall strive to ensure that no child is deprived of his or her right of access to such health care services</p> <p>24.2(e): To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and</p>

		environmental sanitation and the prevention of accidents;
	UDHR	<p>25.1: Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.</p> <p>25.2: Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.</p>
	CEDAW	<p>12.1: States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.</p> <p>14 (b): To have access to adequate health care facilities, including information, counselling and services in family planning;</p>
	ICESCR	<p>12.1: The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.</p>
Right to Education	UDHR	<p>26.1: Everyone has the right to education</p> <p>26.2: Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.</p>
	CRC	<p>28.2: States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity</p> <p>29.1: States Parties agree that the education of the child shall be directed to:</p> <p>(b) The development of respect for human rights and fundamental freedoms</p> <p>(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace,</p>

		tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
	ICESCR	13.1: The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.
	CEDAW	10: States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women: (c): The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods; (f): The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely; (h): Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.
Right to Access Information	CRC	13.1: The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
	UDHR	19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

	CEDAW	<p>10 (h): Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.</p> <p>14 (b): To have access to adequate health care facilities, including information, counselling and services in family planning;</p> <p>16 (e): The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;</p>
Freedom from Discrimination	UDHR	<p>1: All human beings are born free and equal in dignity and rights.</p> <p>2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.</p>
	CEDAW	1: For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.
	CRC	<p>2.1: States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.</p> <p>2.2: States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.</p>
	ICESCR	2.2: The States Parties to the present Covenant

		undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
	CERD	<p>1.1: In this Convention, the term "racial discrimination" shall mean any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.</p> <p>1.2: This Convention shall not apply to distinctions, exclusions, restrictions or preferences made by a State Party to this Convention between citizens and non-citizens.</p>
	ICCPR	26: All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
Equality between sexes	CEDAW	<p>2 (a): To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;</p> <p>3: States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women , for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.</p> <p>5 (a): States Parties shall take all appropriate measures to modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other</p>

		<p>practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;</p> <p>10: States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education</p> <p>12.1: States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.</p> <p>15.1: States Parties shall accord to women equality with men before the law.</p>
	ICESCR	<p>3: The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.</p>
	CRC	<p>29 (d): The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin</p>
Marriage, Family, and Family Planning	UDHR	<p>25.2: Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.</p>
	CEDAW	<p>16: States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:</p> <p>(a) The same right to enter into marriage;</p> <p>(b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent;</p> <p>(e) The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;</p>

		<p>12.1: States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.</p> <p>14 (b): To have access to adequate health care facilities, including information, counselling and services in family planning;</p>
	CRC	<p>24.2 (f): To develop preventive health care, guidance for parents and family planning education and services.</p>
Rural Women	CEDAW	<p>14.1: States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.</p> <p>14.2: States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:</p> <ul style="list-style-type: none"> (a) To participate in the elaboration and implementation of development planning at all levels; (b) To have access to adequate health care facilities, including information, counselling and services in family planning; (c) To benefit directly from social security programmes; (d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency



Etta Projects: Program Logic Model

The Right to Choose Their Own Path: Increasing Youths' Capacity to Aspire Through a Human Rights Approach to Sexual Health and Reproductive Rights Education in Bolivia

Issue

Under Bolivian law, girls are guaranteed the right to “solicitar y recibir información y formación, en todos los ámbitos de la salud, derechos sexuales y derechos reproductivos” [to ask and receive information and training in all areas of health, sexual and reproductive rights], as prescribed in Ley No. 342, de la Juventud (5 de Febrero de 2013). Adolescent girls and women in Bolivia are systematically denied access to information and education on their human rights, and therefore are at great risk of experiencing these high rates of GBV and adolescent pregnancy that are pervasive in the country. As a result of this denial of their right to information and education, women and girls in Bolivia are often unaware of their legal rights and the resources that exist within their local context. Government statistics report that 90% of women in Bolivia will experience GBV in their lifetime and 87% of that occurs in the home. Youth are being denied access to information and sexual health and reproductive rights (SHRR) education, and therefore unable to exercise the agency to be able to make their own, informed, decisions about their sexual and reproductive health. This leaves them vulnerable to adolescent pregnancy and increased rates of gender-based violence.

Who is Most Affected? (Target Population)

Adolescent girls of reproductive age (9–18) in Santa Bárbara, Bolivia

Inputs (Program Investments) ⇒	Materials Needed ⇒	Outputs (Activities) ⇒	Outcomes (1-2 years) ⇒	Outcomes (2+ years)
<ul style="list-style-type: none"> • Time • Extensive research • Travel expenses • Etta projects staff • U of MN student consultants • Research and curriculum materials • Programmatic expenses 	<ul style="list-style-type: none"> • Academic literature on SHRR education and GBV in the context of Bolivia and/or South American countries such as Peru, Ecuador, and Paraguay. • Curriculum material for a 10-week program • Examples of successful programs • Preexisting SHRR curricula for review • Activities for the program • Evaluation plan, such as surveys • Materials for qualitative field research 	<ul style="list-style-type: none"> • 10-week SHRR educational program curriculum for adolescent girls in Bolivia • Curriculum materials that could be transferable to other rural contexts in Bolivia • Health Fair information to include in public service radio announcement to disseminate to the community 	<p>Individual-level:</p> <ul style="list-style-type: none"> • Increased rates of female attendance of SHRR educational program • Greater comfort among participants with discussing SHRR topics with peers and Etta leaders • Strengthened understanding of basic sexual health information • Increased knowledge in young people of the community about their rights <p>Community-level:</p> <ul style="list-style-type: none"> • Increased knowledge of legal system and awareness of legal resources in the community • Broader community engagement with the topics of GBV and SHRR, through active participation in information health fairs and radio public service announcements. <p>Country-level:</p> <ul style="list-style-type: none"> • Few changes anticipated 	<p>Individual-level:</p> <ul style="list-style-type: none"> • Delayed onset of average sexual debut and first pregnancy among participants • Ability to self-advocate in interactions • Increased contraceptive use and decreased disease transmission rates <p>Community-level:</p> <ul style="list-style-type: none"> • Extension of curriculum to include boys in the same sexual health education program. <p>Country-level:</p> <ul style="list-style-type: none"> • Expanded program reach to the broader geographic region • Reduced rates of GBV overall • Increased reporting rates of GBV • Reduced rates of adolescent pregnancy • Lower school dropout rates for girls • Inclusion of comprehensive sexuality education into nation-wide public school curriculum in Bolivia

Inputs (Program Investments)	Materials Needed	Outputs (Activities)
<ul style="list-style-type: none"> • Time • Extensive research • Travel expenses • Etta Projects staff • U of MN student consultants • Research and curriculum materials • Programmatic expenses 	<ul style="list-style-type: none"> • Academic literature on SHRR education and GBV in the context of Bolivia and/or South American countries such as Peru, Ecuador, and Paraguay • Curriculum material for a 10-week program • Examples of successful programs • Preexisting SHRR curricula for review • Activities for the program • Evaluation plan, such as surveys • Materials for qualitative field research 	<ul style="list-style-type: none"> • 8-week SHRR educational program curriculum for adolescent girls in Santa Barbara Bolivia • Curriculum materials that could be transferable to other rural contexts in Bolivia • Health Fair information to include in public service radio announcement to disseminate to the community

Outcomes	Outcome Measurements
INDIVIDUAL PARTICIPANTS & INDIVIDUAL OUTCOME MEASUREMENT(S)	
Knowledge Indicator Examples	Possible Outcome Measurements
Increased knowledge in young people of the community about their rights	Pre/post-course survey Short-term (1-2 years)
Strengthened understanding of basic sexual health information	Knowledge assessment to test recall of reproductive anatomy, STI and STD symptoms and treatment, prevention strategies for disease, and contraceptive methods Short-term (1-2 years)
Increased contraceptive use and decreased disease transmission rates	Qualitative research with small groups of young people to determine rate of condom usage and knowledge of disease prevention strategies, survey young people who have and have not completed educational course to ascertain knowledge, examine anonymized clinic records to determine rates of healthcare access and treatment for STIs Long-term (2+ years)

Skills Indicator Examples	Possible Outcome Measurements
Increased negotiation/bargaining skills	Pre/post-course self-assessment Short-term (1-2 years)
Increased self-advocacy skills	Pre/post-course self-assessment Short-term (1-2 years)
Increased skills in locating resources in the community	Guided class conversation at the beginning and end of course— qualitative assessment of knowledge acquired Short-term (1-2 years) Long-term (2+ years)
Self-Efficacy Indicator Examples	Possible Outcome Measurements
Greater comfort among participants with discussing SHRR topics with peers and Etta leaders	Schwarzer & Jerusalem (1995) Generalized Self-Efficacy Scale (en Español y en Inglés) Rosenberg (1965) Self-Esteem Scale Short-term (1-2 years) Long-term (2+ years)
Enhanced ability to self-advocate in interactions	Role play scenarios to see how girls respond in certain situations ⇒ Carried out at the beginning and at the end of the program to control for knowledge gained during the course Long-term (2+ years)
Behavior Indicator Examples	Possible Outcome Measurements
Increased rates of female attendance of SHRR educational program	Growing enrollment and attendance numbers for female students every year Short-term (1-2 years)
Participation and engagement with course activities and materials	Pre/post-course survey Short-term (1-2 years)
COMMUNITY-LEVEL OUTCOMES & MEASUREMENT(S)	
Increased knowledge among youth of legal system and legal resources in the community	Guided class conversation at the beginning and end of course— qualitative assessment of knowledge acquired Short-term (1-2 years)

Broader community engagement with the topics of GBV and SHRR	Number of visitors to booth at health fair and quantity of materials distributed to those visitors Short-term (1-2 years)
Delayed onset of average sexual debut and first pregnancy among participants	Measurable through public statistics and local community survey Long-term (2+ years)
Extension of SHRR curriculum to include boys	Creation of separate program for boys and young men that provides accurate biomedical information and works to change social norms around GBV, with outcomes initially measured by attendance rates Long-term (2+ years)
COUNTRY-LEVEL OUTCOMES & MEASUREMENT(S)	
Expanded program reach to the broader geographic region	Analyze attendance records and participation locations to determine which regions are reached by the program Long-term (2+ years)
Reduced rates of GBV overall	Public statistics (including law enforcement and public health records), as well as NGO reports and qualitative research within community Long-term (2+ years)
Increased rates in reporting GBV	Law enforcement reports Long-term (2+ years)
Reduced rates of adolescent pregnancy	Analysis of demographic information in the region, census records as available Long-term (2+ years)
Inclusion of comprehensive sexuality education into nation-wide public school curriculum in Bolivia	Increased regularity of sexuality education within schools and oversight of specific curricula in use Long-term (2+ years)
Lower school dropout rates for girls who have participated in similar CSE programs	Attendance records in schools Long-term (2+ years)

Outcomes		
Short-Term <1 year	Mid-Term 1-3 years	Long-Term >3 years
INDIVIDUAL PARTICIPANTS		
<i>Gain awareness, knowledge, and skills</i>	<i>Apply knowledge and skills</i>	<i>Reflect on knowledge and skills</i>
Knowledge Indicator Examples		
Increased knowledge in young people of the community about their human rights	Application of knowledge of rights—what are the legal rights and what do human rights mean to them	Reflection on their status as rights-holders, and what that means to their relationships and communities
Strengthened understanding of basic sexual health information	Apply understanding of basic sexual health information	Reflection on understanding of sexual health information
Increased understanding of sexual health and reproductive rights	Apply knowledge of sexual health and reproductive rights in intimate relationships	Reflection on knowledge of sexual health and reproductive rights
Skill Indicator Examples		
Increased negotiation/bargaining skills	Application of negotiation/bargaining skills	Reflection on negotiation/bargaining skills
Increased self-advocacy skills	Application of self-advocacy skills	Reflection on self-advocacy skills
Increased skills in locating resources in the community	Application of skills in locating resources in the community	Reflection on skills in locating resources in the community
Self-Efficacy Indicator Examples		
Enhanced ability to self-advocate in interactions	Improved self-advocacy skills	Reflection on self-advocacy and advocating for the rights of others

Increased self-efficacy and self-confidence	Improved self-efficacy	Reflection on self-efficacy and what that means for their intimate and interpersonal relationships
Increased comfort among participants with discussing SHRR topics with peers, community health promoters, and Etta Projects leaders	Improved comfort in discussing SHRR topics with peers, community health promoters, and Etta Projects leaders	Reflection on past, current and future discussion of SHRR topics
Behavior Indicator Examples		
Increased rates of female attendance of SHRR educational program	Encouragement and recruitment of peers' and/or other young people's engagement with SHRR topics	
Increased contraceptive use and decreased disease transmission rates		
Participation in course activities and engagement with course material	Active participation in information health fairs and radio public service announcements.	

COMMUNITY-LEVEL		
Increased knowledge among youth of legal system and legal resources in the community	Lower school dropout rates for girls who have participated in similar CSE programs	Delayed onset of average sexual debut and first pregnancy among participants
Health Fair information and public service radio announcement disseminated to the community	Expanded program reach to the broader geographic region	Extension of SHRR curriculum to include boys

Broader community engagement with the topics of GBV and SHRR	Increased collective efficacy to combat IPV, VAW/GBV	Reduced rates of IPV/VAW/GBV
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COUNTRY-LEVEL		
Reduced rates of GBV	Increased rates in reporting GBV when it does occur	Increased legislative advocacy/movement on local legal resources available to survivors of VAW/GBV
Increased public discussion on human rights, SHRR, and power dynamics in relationships	Increased advocacy towards (and reception from) policymakers about making CSE compulsory in school-based curricula	Inclusion of comprehensive sexuality education into nation-wide public school curricula in Bolivia
Reduced rates of adolescent pregnancy		



Etta Projects: The Right to Choose Your Own Path

Daily Agenda

AGENDA DIARIA	DAILY SCHEDULE
8:30 a 9:00 — Hacer check in y tiempo libre	8:30 to 9:00 — Check-in and free time
9:00 a 9:15 — Repasar la agenda por el día	9:00 to 9:15 — Review agenda for the day
9:15 a 10:45 — Bloque de actividades I	9:15 to 10:45 — Activities Block #1
10:45 a 11:00 — Descanso	10:45 to 11:00 — Break
11:00 a 12:30 — Bloque de actividades II	11:00 to 12:30 — Activities Block #2
12:30 a 13:30 — Almuerzo	12:30 to 1:30 — Lunch
13:30 a 15:00 — Bloque de actividades III (Invitada especial)	1:30 to 3:00 — Activities Block #3 (Guest speaker)
15:00 a 15:15 — Descanso	3:00 to 3:15 — Break
15:15 a 16:45 — Bloque de actividades IV	3:15 to 4:45 — Activities Block #4
16:45 a 17:00 — Clausura y limpieza	4:45 to 5:00 — Closing and clean-up

Week 1: Sunday, June 9

Theme: Welcome to the Program!

Who am I? What are my personal goals? What do I need to realize my goals? What are my rights as a young person, as a girl, and as a human?

Time	Activity	Description	Materials
9:15 to 10:15	River of My Life (Art activity and share with small groups)	Where have I been? Where am I now? Where do I want to go? What are some difficulties I've had so far? What are the goals of my life?	Blank white paper, an assortment of colored markers
10:30 to 11:30	"Round robin" of mini-activities centered around understanding myself	"I am" / "you are" writing activity to understand Identity Self-portrait with attention to my strengths Identification of my personal values and my role models	Blank white paper, an assortment of colored markers, pens/pencils, a watch or timer
13:30 to 14:00	Group Norms	Understand the desired goals for the program and set group norms that will foster an environment of mutual respect and understanding that will guide the program	Large sheet of white paper, several sheets of scrap paper, an assortment of colored markers, pens/pencils
14:00 to 15:30	Talk/activity on human rights	Activity led by women's rights promoters Lawyer (previous health promoter) speaker from Democracy Center	
15:45 to 16:00	Understanding Privilege	Ball throwing exercise from different distances to understand privilege and how it makes us feel	A medium-sized basket or trash bin, a soft ball for each participant, painters tape
16:00 to 16:30	Rose, Bud, Thorn	Exercise to reflect on the day	

Homework 16:30 to 17:00	Creating my journal	Describe the purpose of the journal and give instructions for weekly homework	Participant activity book
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Week 2: Saturday, June 15

Theme: Gender & gender stereotypes <i>Gender, gender stereotypes; What can be done to confront gender stereotypes</i>			
Time	Activity	Description	Materials
9:30 to 10:30	Word association with “man” and “woman”	Mapping words related to men/masculinity and women/femininity to understand social constructions of gender	2 large sheets of paper for each group, markers, 2 posters for the class scribe
10:45 to 11:15	Gender and sex	Short session about how gender is different from sex (15 minutes)	
11:15 to 12:30	Activity about gender stereotypes in the media	Analysis of publications ⇒ The participants make a collage of feminine and masculine images taken in media publications and analyze the messages about gender found in these images. Create announcements that are different from these stereotypes	Newspapers and magazines, scissors, paper, and glue or tape
13:30 to 15:00	Round Robin of “hobbies”	Garden Painting Woodwork Healthy cooking First aid skills Sports	
15:00 to 15:15 (Break time)	Memory journey	Sharing a memory of a certain time they were treated a certain way	

activity)		because of their sex and how they felt about	
15:15 to 16:30	Guest speakers	Guest speaker from hardware store and other women who are breaking gender norms	
16:30 to 16:45:00	Rose, Bud, Thorn	Exercise to reflect on the day	
Homework	Mini- investigation project	Changing gender roles and norms Mini-interviews with parents and/or grandparents/family members	

Week 3: Sunday, June 23

Theme: Sexual rights and violence against women and girls <i>Jealousy, appropriate/inappropriate behavior, human trafficking (of women and girls), what are the causes of violence?</i>			
Time	Activity	Description	Materials
9:30 to 10:00	For me, violence is...	Students will think critically about violence; including aspects such as perpetrators, victims, causes, and consequences	Board and Chalk/board markers, markers, paper, handouts
10:00 to 10:30	Breaking Myths about Violence	Using “true” and “false” statements to dispel commonly held myths about violence	Pieces of paper with “true” and “false” written on them
10:45 to 11:45	Special guests from La Paz to discuss violence against women	Session on themes of the right to sexual health and reproductive rights	
11:45 to 12:30	Why Fairness Matters	Reading quotes and talking in small groups about why the quote is important and how it applies to their lives	Board and Chalk/ Board Markers, puppets, props

13:30 to 13:45	Understanding Signs of Violence, Power Dynamics, and Communication	Drawing activity with a partner to understand power dynamics and the importance of communication	20 Printed-out images of shapes or easy-to-draw objects
13:45 to 14:45	Taking Action against Gender-Based Violence	To have students brainstorm ideas for taking action against gender-based violence in their community	Board and Chalk/Board Markers
15:00 to 16:00	Special guest speakers from Buena Vista/Santa Cruz	Talk and activity on the resources that exist locally in cases of violence against women	
16:00 to 16:30	Human Trafficking: Knowing the Signs	To act out different scenes and determine if the scenario is safe or unsafe to summarize potential trafficking situations	Scenario cards (see facilitators guide)
16:30 to 17:00	Rose, Bud, Thorn	Exercise to reflect on the day	
Homework	Data collection: See how the girls understand the rights that they have	In your journals and in your own words, what did you learn today about the rights that you have as a young person in Bolivia. Then they will interview a person in their community using the questions in their workbook	

Week 4: Saturday June 29

Theme: Mid-term assessment / biological aspects of sexuality, adolescent pregnancy, sexually-transmitted infections and contraceptive methods

Menstruation, menstrual hygiene, contraceptive methods, consequences of adolescent pregnancy

Time	Activity	Description	Materials
9:30 to 10:00	Modeling the Body	Using play-doh to model the external and internal	Play-Doh

		female sexual and reproductive organs	
10:00 to 10:30	My Body at My Age	Divide the class into two different age groups to discuss the changes happening in their body and how they feel about it	paper, an assortment of colored markers, pens/pencils
10:45 to 12:30	Causes and Consequences of Unplanned Pregnancy	To motivate participants to analyze and reflect on the	paper, assortment of colored markers, pens/pencils, white board, dry erase markers
13:30 to 14:00	Steps to Using a Condom	Demonstration of how to use a condom	masking tape, paper, markers, notecards, pens/pencils
14:00 to 14:30	Gender and Condom Use	Analyzing different scenarios to determine why condoms are or are not used, how gender influences those decisions, and how to make better choices	Board, chalk/markers
14:30 to 15:00	Contraception Quiz	Competition between small groups to see which group can come up with the most contraceptive methods and accurately describe how it is used	Paper, pens/pencils, assortment of colored markers, timer or watch, white board, dry erase markers, small prize such as candy
15:15 to 15:45	Debunking Myths about Desire and Sex	True or False activity to breakdown myths about sex and desire	Printed out statements to read aloud.
15:45 to 16:30	Midterm assessment		
16:30 to 17:00	Rose, Bud, Thorn	Exercise to reflect on the day	
Homework	Interviews	Participants do an interview with an adolescent mother/father Data collection: the experiences of adolescent	

		mothers and fathers	
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Week 5: Sunday, July 7

Theme: Interpersonal Relationships <i>Respect, violence-free relationships, equality within relationships, sexuality</i>			
Time	Activity	Description	Materials
9:30 to 10:30	Problem-Solving in Relationships	Working in groups to create a skit out of relationship scenarios and then show how they would resolve the conflict	Whiteboard and dry-erase marker
10:45 to 12:30	Identifying Respectful Relationships	Working in groups to demonstrate healthy and unhealthy relationships	
Lunch	Informal lunch guest speaker, HIV-positive health promoter	Students learn about the lived experiences of someone who is HIV positive	
13:30 to 14:00	How to Talk about the Uncomfortable Stuff	Practicing direct communication skills	Whiteboard and dry erase markers (or chalk and chalkboard)
14:15 to 16::30	Health Fair and Radio Campaign	Introduce the concept of the health fair and the radio campaign. Explain what the girls will be doing and why it matters.	
16:30 to 17:00	Rose, Bud, Thorn	Exercise to reflect on the day	
Homework	Radio Campaign Brainstorm	Write down three important messages you would want to convey through the public radio campaign.	

Week 6: Saturday, July 13

Theme: Communication and decision-making skills <i>Self-esteem and self-confidence</i>			
Time	Activity	Description	Materials
9:15 to 9:30	Human Knot	Students work together to untangle their human knot to form a connected circle without letting go of their hands	
9:30 to 10:00	Ways to Communicate	Students practice different forms of communication	Paper, pens
10:00 to 10:45	Conflict Resolution	Learn ways to resolve conflicts peacefully through the use of scenarios and role-playing	Role-playing scenario papers, large paper or board to write feelings and ideas.
11:00 to 12:30	Five Steps for Communicating about a Conflict	Familiarize yourself with the five steps for resolving conflict by thinking through how you would apply them to a situation in your own life	Board and chalk/board markers
13:30 to 14:15	What You See in Me	Discuss pressures related physical appearance, aspect of their own appearance that they feel good about, and in small groups, each students hears characteristics unrelated to appearance that others admire in her	Board and chalk/ board markers; one blank sheet of paper per student
14:15 to 14:45	Talking about Sex and Sexual Health	To strengthen verbal and nonverbal skills necessary to communicate about sexual decisions and health issues; to strengthen analytic and dialogue skills.	Board and chalk/ board markers; skit assignments
15:00 to 15:45	Making Difficult Decisions	Going through the 8 steps of decision making	Board and chalk/ board markers; both handouts;

			paper
15:45 to 16:30	Hollaback bystander training	Students learn techniques to respond to harassment they may witness in public spaces.	Board and Chalk/Board markers, paper, pens, colored pencils or markers or anything to draw or color with
16:30 to 17:00	Rose, Bud, Thorn	Exercise to reflect on the day	
Homework	Data collection: see how the girls' thoughts about their futures changed from the first session	The homework this week revisits the students answers to the "River of Life" activity that they did during the first session. Ask the students to consider how they answered the questions from 6 weeks ago.	



HUMPHREY SCHOOL
OF PUBLIC AFFAIRS

UNIVERSITY OF MINNESOTA



Etta Projects: The Right to Choose Your Own Path

Facilitator's Guide

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Humphrey School of Public Affairs, University of Minnesota

Table of Contents

Week 1: Welcome to the Program!	3
Who am I?	4
Activity 1.1 – River of My Life	5
Activity 1.2 – Understanding Myself “Round Robin”	6
Activity 1.3 – Group Norms & Expectations	8
My Human Rights	9
Activity 1.4 – Understanding Privilege	10
Closing Activity 1.5 – Rose, Bud, Thorn	11
Homework	11
Week 2: Gender & Gender Stereotypes	12
What is Gender?	13
Activity 2.1 – Word Association	13
What is the Difference between Gender and Sex?	16
Activity 2.2 – Stereotypes in Advertising	16
“Round Robin” of Hobbies	18
Guest Speakers: Women Breaking Gender Stereotypes	18
Homework	19
Week 3: Sexual Rights & Violence against Women and Girls	20
What is Violence?	21
Activity 3.1 – “For me, violence is...”	22
Activity 3.2 – Breaking the Myths about Violence	23
Fairness and Human Rights Revisited	25
Activity 3.3 – Why Fairness Matters	26
Activity 3.4 – Understanding Signs of Violence, Power Dynamics, and Communication	27
Manipulation & Control of Communication in Relationships	29
Gender-Based Violence as Community and Global Issue	29
Activity 3.5 – Taking Action against Gender-Based Violence	30
Actions to Reduce Gender-Based Violence	31
Guest Speakers from Buena Vista and/or Santa Cruz	32
Sexual Coercion	32
Activity 3.6 – Human Trafficking: Knowing the Signs	33
Closing Activity 3.7 – Rose, Bud, Thorn	35
Alternate or Additional Closing Activity	36
Homework and Introduction of Next Week’s Topic	37
Week 4: Reproduction & Biological Aspects of Sexuality	38
My Body	39
Activity 4.1 – Modeling the Body	41
Puberty	42
Activity 4.2 – My Body at My Age	43

Menstruation	44
Reproduction	45
Activity 4.3 – Causes and Consequences of Unplanned Pregnancy	47
Guest speaker: A local adolescent mother	48
Sexually-Transmitted Infections	48
Contraceptives	49
Activity 4.4 – Steps to Using a Condom	50
Activity 4.5 – Gender and Condom Use	52
Activity 4.6 – Contraception Quiz	55
Activity 4.7 – Breaking Myths about Desire and Sex	56
Closing Activity 4.9 – Rose, Bud, Thorn	58
Homework	59
Week 5: Intimate & Interpersonal Relationships	60
Activity 5.1 – Problem-Solving in Relationships	61
Activity 5.2 – Identifying Respectful Relationships	64
Activity 5.3 – How to Talk about the Uncomfortable Stuff	67
Health Fair and Radio Campaign	70
Homework	70
Week 6: Communication & Decision-Making	71
Warm-up Activity 6.1 – “Human Knot”	72
Activity 6.2 – Ways to Communicate	73
Communication	75
Communication Styles	75
Conflict Resolution	76
Activity 6.3 – Conflict Resolution	76
Tools for Effective Communication	79
Activity 6.4 – Five steps for communicating about a conflict	79
Activity 6.5 – What You See in Me	83
Talking to Your Partner About Sex and Sexual Health	85
Activity 6.6 – Talking about sex and sexual health	86
Making Decisions	89
Acting on Decisions	89
Activity 6.7 – Making Difficult Decisions	91
Harassment	93
Activity 6.8 – Hollaback Bystander Training	93
Closing Activity 6.9 – Rose, Bud, Thorn	95
Alternate or Additional Closing Activity	95

Week 1: Welcome to the Program!

Who am I? What are my personal values and goals? What rights do I have as a human? A girl? As a young person?

Introduction to the Program

This week serves as an introduction to this 8-week sexual health and reproductive rights curriculum. Throughout this workshop, girls will be encouraged to think about who they are, where they see themselves in the future, and how to set goals to achieve this vision. The participants will also learn about the rights they have as human beings, as set out in international human rights law and domestic law. These are important foundational components, which all lessons throughout the summer program will draw on and connect to. It is important that girls understand the rights they are entitled to and the available resources for claiming such rights. Knowing your human rights is important for building confidence, agency, and self-empowerment. Participants will also learn about their rights to be free from violence in all its forms.

Materials Needed for the Day

- Blank white paper
- Assortment of colored markers
- Large sheet of paper
- pens/pencils
- White board
- Dry erase markers
- Watch or timer
- Painters tape or masking tape
- Medium-sized basket or bin
- 20-25 soft balls (such as a tennis ball)

Instructor Tips

As this is the first sessions, participants may be excited to see each other and be in a new and exciting place. Allow plenty of time today to participants to move around and talk to one another. It is important to create a fun and relaxing environment now so participants remain excited to be a part of the program throughout its duration. Keeping this in mind, the rules and norms set with participants today will be the foundation for the rest of the program. Therefore, it is important that this space is established on principles of respect, understanding, friendship, and free from judgement. Please keep in mind that all materials are suggested; feel free to improvise with whatever materials are available.

Setting up the Question Box

Throughout the duration of the program, there will be a box where participants can anonymously write down and submit any questions they have that they may be too shy to ask out loud in front of the class. At the beginning of this session, explain the purpose of

the box to the participants. Let them know that they can submit questions at any time, and the questions from the previous week will be read aloud and answered at the beginning of the next class session. Remind participants that no question is too silly or stupid and that they should ask anything they want to know – but to not put their name on the paper.

Possible phrasing of instructions could be:

Understanding that this program will cover some personal, intimate, and difficult topics, we have provided a space for you to submit any questions that you may have that you might feel too embarrassed to ask in front of the whole class. At the beginning of each week, we will read the questions in the box from the previous week and answer them for you. No question is too silly or embarrassing. This is a place for us to learn and have our questions answered so feel free to write any questions you have and place them in the box at anytime.

Who am I?¹

Understanding who we are, where we come from, and our strengths and values are important for understanding what we want out of life in the future. This module is designed to help participants better understand themselves and what they want out of life. Being able to identify our values is important when trying to decipher the kinds of people we want to have relationships with, what kind of behavior we are willing to tolerate, and how we believe we should be treated by others. Recognizing our own strengths builds self-confidence and empowerment.

The activities in this module highlight the different personalities, characteristics, values, and strengths that we all have. It shows that we are all unique and that we all have something to offer.

Values

Values are the set of beliefs that govern what people view as right and wrong. Values vary across individuals, families, and cultures. Some values, however, are accepted almost universally as characteristic of ethical human behavior.

Each of us has our beliefs about what is right or wrong. We often tend to think of our own values and beliefs as “natural.” However, they are deeply influenced by our families, communities, and society. The attitudes of our families, communities, and society are called “social norms”. Although we are all influenced by social norms, each of us can also develop her or his independent ideas about the fairest way to behave and treat others. We may gather ideas from many sources, including role models, books, and personal reflection. Values also include things that are important to you and to your life.

¹ Adapted from The Population Council's *It's All One Curriculum* (2011). pp. 23 & 37.

Activity 1.1 – River of My Life

Time: 30 minutes – 1 hour

Materials Needed: Blank white paper, an assortment of colored markers

Facilitators Needed: 1-2

Objective: Help participants understand where they come from and visually see where they want their life to lead in the future. This exercise is designed to help participants think critically about their future and how they envision achieving these outcomes. This is meant to help participants answer questions about themselves such as: Where have I been? Where am I now? Where do I want to go? What are some difficulties I've had so far? What are the goals of my life?

Instructions: Give each participant a sheet of paper and an assortment of colored markers. Instruct them to draw a winding river across the page (it would be helpful to have a completed river already drawn to use as an example). Starting on one side of the river, instruct the participants to write or draw significant events that have happened throughout their life leading up to the present moment.

Be sure the participants mark somewhere along the river where they are at in their lives now. Along the rest of the river, have the participants draw or write the events they would like to happen in their life, or goals they have for their future (such as graduate high school, go to college, get a job, see a new place, have a family, etc.). Have the participants share their river with someone sitting next to them and to explain how they hope to achieve this envisioned future. Come back together as a large group for discussion.

Discussion Questions:

1. What did you find challenging about this activity?
2. Was it difficult trying to map out your future?
3. What are some obstacles in your way of reaching your future? How could you overcome these obstacles?
4. What did you learn from this activity?

Activity 1.2 – Understanding Myself “Round Robin”²

Time: 1 hour

Materials Needed: Blank white paper, an assortment of colored markers, pens/pencils, a watch or timer

Facilitators Needed: 4

Objective: Help participants better understand themselves, their strengths, and their values. Analyze factors that have to do with individual identity and become aware of who each person in the group is.

Instructions: Before the beginning of this activity, set up three stations throughout the room. Divide the class evenly into three groups. Have each group start at a different station. Allow the participants 15 minutes at each station, having the groups rotate to the next station after 15 minutes. After each group has had time at each of the three stations, come back together as a class for a large group discussion.

Group 1: My Identity

Give each person a sheet of paper and a pencil and ask the participants to answer the question “Who Am I?”, taking into account all aspects that have to do with them as a person. Give them a few minutes to quickly draw or write this down. When they are finished, have the participants tape their papers up on a wall and allow the group to read everyone's responses. With the group, discuss what identity characteristics stand out the most in everyone's responses. Explain the factors that make up a persons' identity.

Group 2: Self-Portrait

For this activity, instruct the participants to draw a self-portrait of themselves. But, instead of focusing on their appearance, have them draw what they feel are their strengths and what they are good at. Have each participant show the group what they drew and explain why they chose to draw certain things. If anyone drew something negative about themselves, ask the participant to redraw that aspect in a positive way. Encourage other participants to express the strengths they see in each other that might not be represented on their own self-portraits.

Group 3: My Values

Give each participant a sheet of paper and instruct them to write down 10 of their personal values. These values could include: honesty, friendship, family, education, money, happiness, health, love, independence, integrity, compassion, faith, etc. When

² Adapted from García, (2007). pp. 45-46, & 114.

they are finished writing down their 10 values, instruct them to choose the five that are most important to them. Then from that list of 5 values, instruct them to choose their top two most important values. When they are finished, instruct them to rank all 10 values from the most important to the least important. Discuss the exercise by asking them the following questions: was it difficult having to choose certain values over others? What did you learn about yourself in doing this exercise? How do these values influence how you live your life from day-to-day?

Discussion Questions:

1. How did these three activities connect to each other?
2. What did you learn about yourself while doing these activities?

Group Norms & Expectations

The purpose of this module is to collectively create a set of shared norms and expectations that the group will hold and abide by throughout the duration of the program. One example of how to collectively create this list is to have a large sheet of paper in front of the classroom or to write up the participants' ideas on the whiteboard. Then, participants should each be given the opportunity to sign a written 'contract' that the members of the group who sign these norms will be expected to adhere to them in each session of the program.

This contract is an accountability mechanism that is designed to ensure that all individuals are treated with respect and kindness by the group. It is meant to designate the workshop as a safe space where participants may speak and share freely with the group without fear of judgment or backlash. There are some elements of this workshop that will be very personal and may bring up certain fears, traumas, or bad feelings from some of the participants. As such, it is important to have a shared understanding of expectations for how participants and facilitators will act and behave during the workshops. These behaviors will, hopefully, foster an environment of respect and kindness that can be used in their everyday settings outside of the workshop. It teaches the participants important skills such as empathy, listening, understanding, respect, and kindness.

Judgments

A judgment is an assessment we make about something or someone. Judgments can be good, such as deciding to not get in the car with a stranger because you know it isn't safe. But judgments can also be bad, such as thinking negatively about a friend because you don't like what she's wearing. Judging people based on their beliefs, values, opinions, or thoughts are bad judgments and instead should be replaced with feelings of empathy, understanding, and respect, even if you do not agree with them.

Activity 1.3 – Group Norms & Expectations

Time: 30 minutes

Materials: Large sheet of white paper, several sheets of scrap paper, an assortment of colored markers, pens/pencils

Facilitators Needed: 1-2

Objective: Understand the desired goals for the program and set group norms that will foster an environment of mutual respect and understanding that will guide the program. This exercise is designed to create a safe space where participants feel like they can be open and honest without judgment from their peers.

Instruction: Divide participants into small groups and give them a few sheets of and pens. Instruct the groups to come up with a list of goals they have for the program, and to list out some group norms they believe the class should have. After about 10 minutes, come back together as a class and have each group share what they came up with. On one large piece of paper, a facilitator should quickly write down key points from what the groups came up with. At the top of the page, write a title such as “group norms” or “group expectations”. Leave plenty of space at the bottom of the page for signature. While constructing the list, be sure to ask the class if they agree or disagree with any of the suggestions. If anyone disagrees, ask them why. Make sure that everyone in the room agrees with each of the norms listed. At the end of the exercise, have each participant sign their name at the bottom of the page. Tell the participants that this is a contract for expected behavior throughout the entirety of the program. Hang the poster on the wall of the classroom and leave it there for the entirety of the program. If at any point during the program a participant is not acting in accordance with the contract, gently remind them that they agreed to act in accordance with the contract and that this behavior is not acceptable.

Example of group norms or expectations that could be included in the contract:

- Treat everyone with respect
- Listen to others with respect and understanding
- Do not interrupt others when they are speaking
- Only use kind words
- No judgment

Questions for Discussion:

1. What did you think of this exercise?
2. What was the point of creating a contract?
3. How should the group respond when someone breaks their contract agreement?

My Human Rights³

Guest Speaker: Local Lawyer and/or Women's Rights Promoters

A local women's rights promoter from the Democracy Center will be here to lead a lesson and/or activity educate participants on their human rights.

The purpose of this module is to educate participants on the legal rights they have as not only human beings, but also as children, and as young girls. The main discussion part of this module will be led by a local lawyer who will talk about the legal rights that the participants hold in both domestic and international law.

This module explains how people's sexual health and emotional well-being are connected to their ability to exercise their human rights (for example, their rights to education and freedom of expression). These rights extend to protecting one's body, sexuality, and health. This module stresses the importance of being able to exercise one's rights with confidence. It describes actions young people can take to promote respect. It shows how they can protect their own and their partners' sexual and reproductive health and rights.

To enjoy safe and satisfying sexual lives, young people must be able to exercise their basic human rights. For example, everyone has a right to dignity, bodily safety, and access to health information and services. Only when people can exercise these rights can they really choose whether or not to have sex, negotiate condom and contraceptive use, and seek the services they need. Knowing about human rights allows young people to gain a sense that they matter in the world.

Human rights are universal. This means they apply to all of us, regardless of our sex, age, marital status, sexual identity or behavior, gender identity, race, ethnicity, national or social origin, political beliefs, citizenship, religious beliefs, social or economic status, where we live, our physical and mental ability, or our health status.

These rights are not conditional and cannot be taken away, but an individual's social and economic status also may limit their ability to enjoy their rights.

³ Adapted from The Population Council's *It's All One* (2011). pp. 10-24.

Activity 1.4 – Understanding Privilege

Time: 10 minutes

Materials: A medium-sized basket or trash bin, a soft ball for each participant, painters tape

Facilitators Needed: 1

Objective: This exercise is meant to demonstrate privilege. Some people have more privilege than others, which can make things like getting an education, getting a good job, or being successful easier for some people but more difficult for others who do not have the same privileges. This activity is designed to help participants visualize the advantages and disadvantages that privilege can provide. It is important to have participants reflect on what it feels like to have or to not have privilege, and how we treat others who have more or less privilege than us.

Instructions: Place the basket at the front of the room. With the tape, mark lines of the floor at various distances from the basket that reach all the way to the back of the room. Have each participant stand at tape marks, making sure everyone has a place to stand in the room. Give each participant a ball (something soft, like a tennis ball, or a ball of socks rolled together). Once everyone has a ball, instruct the class to all throw their ball (gently) into the basket at the front of the room at the same time. Naturally, this task will be much easier for those standing at the front of the room, near the basket, than those standing at the back of the room. Once everyone has tried to throw their ball into the basket, collect the balls and have the participants return to their seats. Discuss.

Discussion Questions:

1. What was the purpose of this activity?
2. Why was this activity easier for some people but not others?
3. How did it feel trying to throw the ball into the basket if you were standing further away?
4. How did it feel watching others have an easier time throwing the ball into the basket because they were closer?
5. Did you like that some people got to be closer to the basket than others?
6. What would have made this activity more fair for everyone?

Closing

Spend a few minutes debriefing the day. Review what was covered in this workshop and tell participants what they can expect to learn in the next workshop. Open the class up for discussion or for participants to ask any lingering questions they may have. Encourage the

participants to reflect on what they learned throughout the coming week. Remind the participants that they have a support system in each other and here at Etta Projects/ Tekoati.

Closing Activity 1.5 – Rose, Bud, Thorn

Time: 10 minutes

Materials Needed: None

Facilitators Needed: 1

Objective: To reflect on the day

Instructions: Divide participants into groups of 3 or 4. In their small groups, instruct the participants to each say something they enjoyed about the day (their rose), something they didn't really like about the day (their thorn), and something they are looking forward to in the coming week (their bud). After everyone has had a chance to share in their small group. Come back together as a large group and ask if anyone would like to share their rose, bud, and thorn with the class. Thank the volunteers for sharing.

Homework

Creating my Journal

Each week, participants will have homework or journal prompts that they will be asked to complete before the next workshop. The participants should be reminded to think about how they can integrate what they learn during the workshops into their daily lives.

Journal Prompt:

1. What was the thing that surprised me most about today's workshops?
2. What was something new that I learned?
3. What are my human rights and why are they important?

Week 2: Gender & Gender Stereotypes

Gender, gender stereotypes, and what can be done to confront those stereotypes

Overview of Workshop

This week's lesson introduces the concept of gender as something that is interpreted by culture and is distinct from a person's biological sex assigned at birth. The following activities encourage students to reconsider the gender stereotypes that may be prevalent in their communities, and the impact of those stereotypes on personality, occupation, and behavior. These lessons are strengthened by guest visits from women in the community who will share their unique skills and take questions from students.

Materials

- White board
- Dry erase markers
- 12-15 big sheets of paper
- Markers
- Magazines
- Newspapers
- Scissors
- Glue or tape

Instructor Tips

Some of these concepts will be surprising to students, and they may react with laughter, disbelief, or feeling uncomfortable. It is important to acknowledge these emotions, but not allow them to derail the progress or learning of the group.

Ideal guests to invite for today's lesson would be community members who have pursued a passion despite social pressure to live a stereotypically "female" lifestyle.

Please keep in mind that all materials are suggested; feel free to improvise with whatever materials are available.

Review of Last Week (Week 1)

Each week, it is important, as you welcome students back to the program, to do a quick review of the activities and lessons learned in the previous week.

For a review of Week 1, remind participants of the group norms contract the group formulated together last week and that this class is a safe space. Try to solicit reflections on last week's themes of identity, human rights, and personal goals. Invite students to share the reflections they wrote in the workbooks.

Facilitators might also want to share one of your own observations about an activity from last lesson (for example, what the ranking of your values revealed about yourself, what was it like to think about “the river of my life” or what privileges you have in life, etc).

What is Gender?

This week’s topic is all about gender and what it means for us in our lives. Participants may be unfamiliar with the concept of ‘gender’ and how it is different than biological sex assigned at birth. Facilitators should take this time to slowly and carefully introduce this topic to participants. For example, you may want to ask the group how they would define gender.

Gender is the social-cultural expression of ‘femaleness’ (or femininity) or ‘maleness’ (or masculinity). Gender is different than the biological sex of ‘male’ or ‘female’ we are assigned at birth, based, for the most part, on what body parts we are born with. Society, based on their assumptions about our gender identities, often tries to decide for us what we can and cannot do or who we can and cannot be. For example, our gender might dictate the kinds of toys we play with as children, the kinds of clothes people think they are “supposed” to wear, the number of years of school we get to attend, how many chores we are “supposed” do around the house, and what kind of career we pursue as adults. These are just a few examples of what roles we are taught to play in our families and communities that are based almost entirely on our gender.

Gender roles are learned. They are not innate or “natural.” In fact, almost everything that males can do, females can also do. And almost everything that females can do, males can also do. Within any culture or society, people have varying attitudes about gender roles and gender equality. Beliefs about gender also vary from one culture (or society) to another.

Activity 2.1 – Word Association⁴

Time: 1 hour

Materials Needed: 2 large sheets of paper for each group, markers, 2 posters for the class scribe

Facilitators Needed: 1-2

Objective: To understand how we talk about men and women.

When we think about men and women, we typically think of certain characteristics. There may be descriptions that come to mind. We’re going to explore those ideas right

⁴ Adapted from *It’s All One Curriculum* (Population Council, 2011), pp. 32.

now. Each group will have two big sheets of paper and a marker. Let's get in our groups, and then we will go over the instructions.

Instructions:

Divide class into small groups (4-5 students) and give each small group 2 pieces of paper. Ask for one volunteer from each group to be the 'writer' of her group's ideas on the paper. Ask the groups to write "man" at the top of one piece of paper, and "woman" on the top of the other piece of paper. Ask the groups to brainstorm what words they think of when hearing the word "man."

Facilitators may allow 2-5 minutes to write or draw the description words for men.

Then, ask the groups to take the second piece of paper and write or draw words that you think of when you hear the word "woman." We will come back together in 5 minutes.

Facilitator Note: While groups are finishing their brainstorming, you may want to set-up 2 posters at the front of the class (or alternatively, you may use the whiteboard or chalkboard in the classroom).

Write "Woman" on one and "Man" on the other. Under each of those, create 2 columns: one labeled "biological" and one labeled "social." Bring the students back together after the 3 minutes has passed.

Next, you will ask each group what words they thought of that were tied to "man" and "woman" Get more detailed with your questions, such as asking:

- Is that a trait which is determined by biology (something someone is born with) or
- Is that a socially determined trait (something that our culture tells us is normal)?

If students incorrectly identify a social characteristic as biological, ask them whether a man who does not have that trait would still be a man. Example: aggressive behavior is often associated with men, but some men aren't aggressive and they are still men. Some women are quiet, but some are loud.

Write down student responses, asking each group for one word and repeating the discussion about social vs. biological.

If students are hesitant, ask them questions and see what they think about the following descriptions of words associated with "men":

- Physically strong, athletic
- Not very emotional

- Rich
- Leader of family
- A father
- Powerful
- Proud
- Brave
- Aggressive, willing to fight, unafraid of violence
- Always pursuing women
- Funny
- Loyal

Repeat the exercise for the traits students identified as describing women. These may include the following:

- A mother
- In charge at home
- Gossip
- Attractive
- Caring
- Quiet
- Physically weak
- Submissive
- Considerate of others

There are some things only male bodies can do, and some things only female bodies can do. Breastfeeding, for example, is something that nature has reserved for female bodies. Most things, though, especially emotions and personalities, have a lot to do with how we are raised.

Before closing the activity, invite discussion from the participants. You might ask them probing questions such as:

- Was anything surprising to you as we did this exercise?
- What did you think about the biological vs. social differences?
- What do you think about the ways our society talks about men and women? Has anyone seen a TV show that made the woman seem like she was subordinate to the man? What about the different kinds of toys boys and girls play with—do you think those differences make sense?
- Do you agree with how girls are supposed to act according to our society?
- There are many examples of these different understandings of men and women, boys and girls. What would it mean for men and women to be equal?

Final Word: Remember that things change, and that the way that men and women are treated differently now may not always be the case. Women couldn't always be elected to office, but now they can. It may even be you who changes those stereotypes and breaks down those barriers.

What is the Difference between Gender and Sex?

In the last activity, you, as the facilitator led a discussion about gender and the different ways we often talk about men and women. Now would be a good time to take a few moments to ask participants

- What is biological sex?
- Is sex different from gender?

Potential Talking Points:

- When you are born, the doctor or the midwife decides, based on how your body looks, whether you are male or female. Your parents might dress you in specific clothing and give you a name that indicates to people that you are a girl.
- I would believe that almost all of you have acted in ways that don't fit with the stereotypes about girls. Some of you might really enjoy sports and you might be highly competitive, even though that is not something that some cultures associate with femininity. Some boys might prefer to be artists rather than footballers. They can still be boys, even if they reject some of societal ideas about what it means to be a boy.⁵
- And sometimes people have female body parts but feel that they fit better into the male gender role category. And it happens the other way around, as well. Gender, as we talked about, has a lot to do with how people fit into society.
- Sex is what's between your legs, and gender is what's between your ears.

Earlier, we were discussing biological characteristics and social characteristics. You may choose to ask participants questions such as: Who can tell us which one of those refers to sex and which one refers to gender?

Activity 2.2 – Stereotypes in Advertising⁶

Time: 1 hour

Materials Needed: Newspapers and magazines, scissors, paper, and glue or tape

Facilitators Needed: 1-2

⁵ Adapted from *It's All One Curriculum* (2011). pp. 48-49.

⁶ Adapted from *It's All One* (2011). pp. 40.

Objective: Identify gender stereotypes that we see every day in the media and begin to analyze their accuracy

Instructions:

Have a volunteer distribute newspapers and magazines to each table.

Sharing these materials, participants will each create two collages. To make a collage, participants will cut out as many pictures of females and males as they can find in these newspapers, magazines, etc. The pictures will be taped or glued together next to each other to create a 'collage' of pictures.

One of these collages will be images of females, and one images of males. Participants will have about 20 minutes to complete their collages.

When participants have their collages complete, facilitators may direct their attention to their participant activity books. (Page 9).

Participants will analyze the collage they made of the males, write down as many description words they can think of that come to mind. (Allow for about 2 minutes).

Then, participants will do the same thing for the collage with images of females.

Facilitator Note:

Draw a Venn diagram on an easel pad or the whiteboard/chalkboard. Label one circle "Male" and one circle "Female." Ask a volunteer to take notes for the class.

Ask the participants to take a look at their lists. Which words did you only write down for the female collage? And only the male collage? And were there any words you think apply to both?

Ask the participants to explore the implications of these words:

- How do these ads tell us that women and men should behave?
- Do they reinforce stereotypes? Which ones?
- Do these images match your reality?
- How do these images impact young people? Has anyone ever felt bad about themselves because they compared themselves to a movie star? What other feelings can occur? How do the images make you feel about your own body?
- Why would advertisers use these images?

These images are really powerful, and powerful is a very different thing than good. If you look at these advertisements and other things in the media, it can change the way

you think about how women and men ought to be. It can limit you by making you think that you are only allowed to be one kind of person, or look a certain way I hope that when see these kinds of images in the future, you can take a moment and consider what they are really saying.

“Round Robin” of Hobbies

(~90 minutes)

The purpose of this module is to invite guests from the local community, such as women entrepreneurs. The facilitator should introduce guests from the community and explain that there are present to share their hobbies or professions with the whole group.

Encourage participants to consider how gender roles fit into these activities. Divide students into 6 groups. Each group will have about 20 minutes exploring new hobbies with a community member.

- Gardening
- Painting
- Woodwork
- Healthy cooking
- First aid skills
- Sports

As the time concludes, invite a participant to reflect on whether any of the guests have broken with a gender stereotype. If students are hesitant, one of the adult visitors may be able to articulate their relationship with the idea of gender.

Break Time Activity

(~15 minutes)

Ask participants to take their breaks in small groups

In their small groups, ask each person to discuss a memory of an instance when she was treated differently because of being a girl. How did it make you feel? We will discuss some of these memories as a large group, so each group should designate one memory to share with the rest of us.

Guest Speakers: Women Breaking Gender Stereotypes

(~75 minutes)

This segment features a panel of women from the community who are breaking gender norms. They may be the same guests as in the Round Robin activity. Invite speakers to introduce themselves, explain their work, and reflect on their careers/hobbies. Encourage students to raise their hands with questions.

The following prompts may be helpful:

- What did you want to do for a career when you were a young child?
- How is your life different than your mother or grandmother's life?
- What kinds of obstacles have you had to overcome to reach this point?
- What do you see as the main challenge for girls and women in our country?
- What advice can you offer the youth of today as they consider their futures?

Closing Activity (30 minutes)

Invite students to share their rose (highlight), bud (what they are looking forward to), and thorn (something they didn't like or was challenging for them).

Homework

Mini-investigation project

This homework will give us a better idea of how the gender norms we talked about today have changed over time. You just received a table [below] and your task for the week is to find a woman from an older generation—perhaps your grandmother, an older aunt, or a neighbor—and ask them to talk to you about how these things have changed. Ask these women about what they were expected to do or be as girls, and you can assess whether that has changed in the third column.

If you are not sure who to talk to or you have any other concerns about the project, please speak with one of us and we will help.

Important Safety Recommendations

Encourage participants to work in pairs, bring a parent, friend or sibling with them, and always meet in public spaces

Topic—(What was this like?)	In their time	For you now
Education		
Helping at home		
Playing with friends		
Dating		
Working		
What other changes?		

Week 3: Sexual Rights & Violence against Women and Girls

Jealousy, appropriate/inappropriate relationship behavior, violence (causes, perpetrators, victims, responses), human trafficking (of women and girls)

Overview of the Workshop

This workshop discusses the difficult topic of violence against women and girls. The participants will engage in various activities to display their understanding of violence; the different types and how/where/when/by whom it occurs. They will be challenged to think deeply about how they view violence and where their knowledge comes from.

Participant Goals

Understanding and recognizing different forms of violence against women and girls in the home and in society in general; including jealousy and sex trafficking. Also understanding appropriate and inappropriate behavior (in all forms of relationships; families, friends, romantic partners) and thinking about why violence happens. Understanding that women and girls also have rights to non-violent interpersonal relationships.

Materials

- Blank (normal size) paper
- Small pieces of paper
- Bowl/container for slips of paper
- Small pieces of paper with printed scenarios for activity 3.7
- Papers of printed images
- Markers
- Pens

Instructor Tips

This is of course a very serious and difficult topic. The girls may struggle with some of these activities and/or questions, because of what they may have experienced in their personal lives. The content and corresponding activities are flexible and you are welcome to substitute different activities, and to change the discussion content as you see fit (if the students are uncomfortable with a topic or would rather address another similar topic). Adjust the content and activities based on the students' response. Please keep in mind that all materials are suggested; feel free to improvise with whatever materials are available.

Review of Last Week (Week 2)

Each week, it is important, as you welcome students back to the program, to do a quick review of the activities and lessons learned in the previous week.

Ask the participants to turn to their neighbor and take one minute to talk about what they remember from last week. The facilitator should remind participants that last week's topic was about understandings of gender and gender stereotypes. Ask if anyone would be willing to share something they learned from their interview with a family member about gender roles and norms. Ask if there is anything they themselves have observed about gender roles or norms this past week.

Facilitators may also wish to prepare something to share that you learned last week, or something that you observed about gender roles in the week since you have last seen the participants.

Question Box

Each week, the facilitator should check to see if there are any questions in the box, and remind participants that this is one way they can ask any and all questions they may have.

Week 3: Introduction & Disclaimer

This week's topic is violence against women and girls and sexual rights. This is a serious and complex topic. Remind participants of the contract that they made together at the beginning of the program; emphasize that this is a safe space and we need to respect everyone's opinions and experiences.

What is Violence?

(~5 minutes)

Everyone has the right to feel safe from violence. Most of us also feel better about ourselves if we are not perpetrating violence against others. People commit many kinds of violence, including using physical force, threats, intimidation, and psychological abuse. Such violence may be carried out by — or in the name of — individuals, groups, institutions, or the state/government. Violence against women and girls, or against individuals who do not conform to dominant gender norms, is called gender-based violence. This includes sexual coercion, such as unwanted touching or forced sex. All gender-based violence is a violation of human rights.

Violence is present in many forms, contexts, and relationship types. It can happen in the home and a variety of other social settings. It can happen in familial or romantic relationships; and can manifest itself as physical, sexual, emotional, or psychological abuse.⁷

⁷ Adapted from *It's All One Curriculum* (2011), p. 68.

Activity 3.1 – “For me, violence is...”⁸

Time: 30-45 minutes

Materials Needed: Board and Chalk/board markers, markers, paper, handouts

Facilitators Needed: 1-2

Objective: Students will think critically about violence; including aspects such as perpetrators, victims, causes, and consequences. They will also analyze their answers and their ideas about violence.

In preparation for the activity, think of questions to pose to the students, to challenge some ideas they may have about violence. For example, if a student says that a man has the right to hit a woman if she doesn't want to have sex, ask why the student thinks this and where they think this idea comes from.

Instructions:

Ask the students to come up to the whiteboard a few at a time, (divide into 4 groups).

Ask them to draw a picture of what they think of when they think of the word “violence.”

Give each group about 1-2 minutes to draw.

After each group has had a chance to draw, look at the pictures. Ask if anyone would like to volunteer to explain their pictures.

Hand out a paper to each student and ask them to define the concept of violence and identify 5 situations close to their reality.

Ask them to think about the 5 situations of violence, identify who is the person who carries it out, the reasons that lead to it, as well as the consequences of such aggressions on the recipients (May write the words “violence situation,” “person/aggressor,” “reasons,” “consequences,” on the board, to help students.)

Ask for volunteers to share their answers.

Encourage the group to analyze the situations that they present, contrasting the ideas of each one.

⁸ Adapted from García (2007), pages 236-238.

Question the ideas held by the students, to generate a debate and have the students take a position on the proposed ideas

Try to facilitate and not influence adolescents with your own ideas, it is important to know what their ideas are.

Summarize the themes that come up.

Ask them to express the feelings that are caused by talking about violence.

Questions for Discussion

1. Did any of your initial thoughts about violence change after doing this activity? Why or why not?

In some cases, men may stop being physically abusive to their partners. In other cases, women may leave a violent partner. However, many people remain in violent relationships.

2. *What are some of the reasons that women may remain in relationships in which they are physically abused? - What role may be played by fears for one's safety? Financial resources? Worries about community attitudes? Lack of alternatives? Not being aware of their rights?*

Important Note: Thank participants for sharing their ideas. Repeat that this is a difficult topic and that you realize it must have been hard for the students to share some of their own experiences. However, also state that it is important to talk about this topic in order to bring attention to women's rights and the right for women to live a life free from violence.

Activity 3.2 – Breaking the Myths about Violence⁹

Time: 30 minutes

Materials Needed: Pieces of paper with “true” and “false” written on them

Facilitators Needed: 1-2

⁹ Adapted from García (2007), pages 241-243.

Objective: Help students recognize that myths about violence can hinder the detection of violence and impede understanding of why women remain in relationships.

Instructions:

Do ahead of time: Tape two papers to opposite sides of the wall with the words “true” and “false”

Read some statements about violence, and the students must decide if they are true or false. If they think the statement is true, direct them to go to the side of the room that has the piece of paper with “true” on it. If they think it is false, direct them to go to the side of the room with the piece of paper that says “false.” Tell everyone to do what they think, not wait to see what others are doing.

After each statement ask the group of students on each side why they think the statement is either “true” or “false.” Remind them of the contract and that this is a safe space.

If there is hesitation, share your opinion about the statement.

After each statement has been read and discussed – or when time is running out (it is okay to cut the activity short and not use all statements) – briefly summarize some information on violence and specifically violence against women and girls.

Try to elicit from the students some of the words relating to violence, by asking questions such as “in what settings may violence occur? What are some of the different types of violence?”

Statements (Myths):

- It is easy to recognize a relationship of violence.
- Violence towards adolescents is not as severe as violence towards adult women.
- In a romantic relationship there is no rape/sexual assault.
- Violence in a relationship is resolved without the help of other people.
- Men are violent by nature.
- Women who were raped asked/searched for it.
- A violent teenager is as dangerous as a violent adult.
- Alcohol is a cause of violence.
- Violent men lose control.
- Violence is a response to those who provoke it.
- A woman stays in a violent relationship because she likes it.
- A woman who has already agreed to have sex with someone cannot be raped by him.

- Men who are violent have a mental illness.
- It is normal for a man to hit his girlfriend in certain circumstances.
- Women are safer in their homes; they are more at risk of violence from strangers and outside the home.
- Women beat men as much as men beat women.

Questions for Discussion

1. Which of the statements from the activity had you heard before? Where did you hear them?
2. What was your reaction when you learned that each of the statements was false? Was there one you were most surprised to hear was false? Which one? Why?
3. Why do you think some of these myths exist? (Have students pick any of the myths they're interested in, and discuss why they think it exists).

Guest Speakers from La Paz/Santa Cruz

(~45 minutes—1 hour)

During this time there will be special guests from La Paz speaking about violence against women who also will speak on the right to sexual and reproductive health. Make sure to introduce the speakers and ask them to share their name, profession, and whatever other details they wish to tell the students.

Facilitator Note: You can use the “Why Fairness Matters” activity below to reintroduce the concept of rights - either before or after speakers

Fairness and Human Rights Revisited

(~5 minutes)

People do not always agree about what it means to behave with fairness and dignity toward each other or about how people have a right to be treated. For more than 50 years, however, the global community has agreed that every person deserves to be treated with respect and dignity. As a matter of fairness, every single person deserves certain basic protections and rights. As we discussed two weeks ago, these rights are called “human rights.” They refer to how we treat each other as individuals and as members of a society, just because we are human beings.¹⁰

¹⁰ Adapted from It's All One Curriculum (2011), pages 20-21.

Activity 3.3 – Why Fairness Matters¹¹

Time: 45 minutes - 1 hour

Materials Needed: Board and Chalk/ Board Markers, puppets, props

Facilitators Needed: 3-4

Objective: To help students understand the importance of fairness and the connection between fairness and human rights.

Instructions:

Write a few of the following quotes on the board. Have students read the quotes aloud, one at a time. Do not discuss the quotes at this time.¹²

- The future will be shaped by our fairness to other people's children.
- Be kind, for everyone you meet in life has their own struggles.
- Be fair with others, but then keep after them until they're fair with you.
- Live so that when other people think of fairness and respect, they think of you.
- In our hearts and in our laws, we must treat all our people with fairness and dignity, regardless of their race, gender, age, political beliefs, or religion.

Next divide the students into small groups (4 or 5 groups) and instruct with the following prompts:

- Pick a quote that your whole group likes. (*Provide 1-2 minutes*)
- Think for a moment what it means and why it inspires you.
 - You may think of an example from your own life, or from something that happened in your community or elsewhere where this message would have been helpful. It might be an example from a time when you were mistreated or a time when you did not treat someone else fairly or witnessed an interaction between other people. How could the message from this quote have been helpful? (*Give ~10 min for group discussion - go around the room to make sure the students understand the quote and are easily able to come up with descriptions and explanations*)

¹¹ Adapted from *It's All One Curriculum* (2011), pages 20-21.

¹² Notes: The quotes in this activity are attributed to the following individuals (following the order in which they appear: Justice Potter Stewart; Egyptian medical leader Mahmoud Fathalla; rights advocate Marian Wright Edelman; ancient Greek philosopher Philo; actor Alan Alda; anonymous; writer H. Jackson Brown, Jr.; former U.S. President Bill Clinton.

- Now in your groups, you will create a short 2 minute puppet skit about your quote, to show the rest of us what your quote is about. After each skit the rest of the students will try to guess which quote you picked.
- Does anyone have a question about the assignment?

Give 15 minutes. Walk around the room to make sure each group is on track.

Have the students perform, and guess the quote after each group's performance.

Thank the students for their performances, then ask the group:

- Is being fair always easy?
- Look at the final quote ("In our hearts...")
- In our hearts, do we actually treat all people with fairness and dignity, regardless of these kinds of differences? Do our laws treat all people with fairness and dignity? Can anyone give an example? *[If possible, encourage students to think of examples from their own society and also examples from what they have heard about events in another country.]*

Questions for Discussion:

1. Can you think of a basic right that every single person should have? *[Probe for such rights as: food, lodging, education, and safety.]*
2. Does everyone, in fact, enjoy these basic rights?
3. Look back at the quote you acted out with your puppets. Would that quote about fairness apply to the broad idea of human rights?

Activity 3.4 – Understanding Signs of Violence, Power Dynamics, and Communication

Time: 15 minutes

Materials Needed: 20 Printed-out images of shapes or easy-to-draw objects

Objective: To make sure that everyone understands that violence manifests itself in many different forms such as control and power dynamics, and that communication plays an essential role in interpersonal relationships.

Instructions:

This is a short activity to address power dynamics in a relationship. In this activity each person will have one partner. They will sit back to back with their partner. The students will take turns instructing their partner on how to draw the picture they are holding. The partner who is drawing cannot ask any questions, only follow the instructions given by the partner with the picture. The first group of students will be given 2 minutes to instruct and draw, then they will switch roles.

Give students a little time to sit back-to-back with their partner. Distribute printed simple images (fish, and boats, tree, house, etc.) to each student - every group will have two different images. (If you cannot get printed images, can have the students draw simple pictures themselves first or draw several on the board and have each person pick one.)

Provide 2 minutes for first round. At the end of 2 minutes, have the person drawing show their picture to their partner giving instructions. Have them compare the drawing to the actual picture, allowing drawer to finally see the actual picture.

Then, ask the partners to switch roles, with the drawer now becoming the person giving instructions with a different picture. Give 2 minutes for the second round.

At the end of 2 minutes, have the person drawing show their picture to their partner giving instructions. Have them compare the drawing to the actual picture, allowing drawer to finally see the actual picture.

Emphasize that this activity demonstrated a situation of power and powerlessness.

Ask:

- What could the students who were giving instructions have done, so the person drawing could understand them better.

Point out the importance of communication.

Ask:

- In what real-life situations is communication important?" (Try to elicit words like family, relationships, etc).

Questions for Discussion

1. How did you feel during this activity?
2. How did it feel not being able to communicate with the other person?
3. Did this make drawing easier or harder? Why?
4. Was it easy for the person drawing? What made it difficult? (Try to elicit comments about communicating and power, if possible).

Manipulation & Control of Communication in Relationships

(~5 minutes)

How people communicate with each other can reflect the power dynamics that are in play between the people communicating. If one person is perceived as having less “social power” or social status than another, this perception may profoundly affect his or her ability and style in communicating. The person with less “social power” may feel that their thoughts and opinions don’t matter as much, and they may agree with the other person’s thoughts and ideas even if they don’t feel the same way. They may agree to do things that they do not want to in their relationship with this person. The person with more “social power” may continue to treat the person with less “social power” as someone that they can control or manipulate. This is a form of violence against the person with less “social power.”¹³

Gender-Based Violence as Community and Global Issue

(~10 minutes)

Women are often subject to interpersonal violence, frequently in their home. Women are particularly vulnerable to violence perpetrated by people they know, including their intimate male partners. Such violence may be of a sexual nature, such as unwanted touching or forced sex. Gender-based violence reflects and reinforces cultural norms about masculinity and male control and dominance.

Girls are often taught to expect to have little control over their own bodies. Boys are often brought up or taught to believe that males are superior to females and that men should dominate women. Many women are brought up to accept that men are entitled to be violent or that violence is an expression of a man’s love. Some people even blame the victim rather than holding a man responsible for being violent. When communities tolerate violence against individuals who do not conform to expected gender roles (such as people who are attracted to the same sex, transgender people, and openly feminist women in conservative settings), “hate crimes” can become a common aspect of the culture.

In addition to being a violation of human rights, violence against women is also a large public health problem. The incidence of gender-based violence varies dramatically in response to different historical circumstances and social contexts. Violence against women is also often associated with men’s consumption of alcohol or certain drugs. Such violence may also lead to short- or long-term physical health problems. It may also lead to mental health problems such as depression and isolation. Gender-based violence is associated with higher prevalence of HIV and other STIs.¹⁴

¹³ Adapted from It’s All One Curriculum (2011), p. 144.

¹⁴ Adapted from It’s All One Curriculum (2011), pages 68-69.

Activity 3.5 – Taking Action against Gender-Based Violence¹⁵

Time: 60 minutes (1 hour)

Materials: Board and Chalk/Board Markers

Objective: To enable students to state at least two ideas for action against violence against women; to strengthen problem solving and public speaking skills.

Instructions:

Students will work in small groups to develop some strategies to eliminate violence against women. Remind everyone that all opinions are respected in this space, and there is no right or wrong way to approach this activity.

Divide students into 4-5 groups.

Each of the groups will discuss the topic of violence against women and propose 2-3 ideas for reducing violence against women in your community or country.

Ask: “Who is responsible for reducing violence against women and girls?”

Try to elicit words like government leaders, community leaders, teachers

Participants will imagine some strategies or programs to reduce violence against women.

Allow 30 minutes to prepare a four or five-minute presentation for a TV announcement. After these 30 minutes the students will do a presentation as if they are doing a TV commercial or short program. They can use paper for drawings and any materials in the room as props for acting. Tell the students that they need to show what positive actions can be taken to reduce the problem of violence against women and girls.

Encourage the students to try to include what they already know is being done in their community or country. Are there any programs or policies they have heard of? They should also try to think of some of their own ideas, and include who should be involved in these positive actions.

Ask if there are any questions to make sure the students understand the activity.

Walk around the room, to make sure each group understands what to do and that they are not having difficulty getting started, If a group is having problems thinking of ideas,

¹⁵ Adapted from It's All One (2011), pages 48-49.

give a couple examples of programs and actions you have heard of.

After 30 minutes, ask all of the groups to deliver their presentations.

Questions for Discussion:

1. How difficult was it to think of ways to reduce violence against women?
2. What are some of the common themes or ideas that different groups had for working with women?
3. What about for working with men and boys?
4. Which ideas do you think are best and why?
5. Does everyone have a responsibility to work toward ending violence against women?
6. What, if anything, can you do now as young people to end violence against women and girls in families, schools, and your community?

Actions to Reduce Gender-Based Violence

(~10 minutes)

Even though there is much work to be done to reduce the occurrence of gender-based violence, there are things we can all do to help. How can we let everyone know that they have the right to live free of violence, including sexual coercion? All people can strengthen their own commitment to and skills for communicating with their friends, family members, and sex partners about problems related to gender-based violence, including sexual coercion. They can encourage their friends to do the same.

More and more people (males as well as females), organizations, communities, and country governments are working to reduce violence.

They do this by:

- Teaching people ways to resolve conflicts without violence, including ways of expressing their feelings respectfully and effectively;
- Supporting survivors of gender-based violence, including providing a safe haven where they can seek help and safety;
- Working to change attitudes that tolerate or excuse violence or blame it on the victim;
- Promoting norms that honor diversity and difference and that support boys and young men who choose not to adopt aggressive male roles;
- Educating people about violence, including the gender norms that foster violence, the wide range of contexts in which violence takes place, the rights of all people to live free of violence, and the importance of shared responsibility for reducing violence; and

- Advocating for the passage and enforcement of effective laws against violence.¹⁶

Guest Speakers from Buena Vista and/or Santa Cruz

(~45 minutes-1 hour)

Special guest speakers from Buena Vista/Santa Cruz

Talk and activity on the resources that exist locally in cases of violence against women***
(Casa de la Mujer in Santa Cruz, La Defensoria)

This session will feature guest speakers from Buena Vista and Santa Cruz. They will be speaking on some local resources that are available for women and girls experiencing violence. They will touch on the different resources available to women who experience various forms of violence that was discussed earlier. They will also talk briefly on human sexual trafficking and how to spot it.

Sexual Coercion

Sexual coercion occurs when someone forces (or attempts to force) another individual to engage in sexual activity against her/his will. Sex is coercive if one person senses a lack of choice to refuse sex without facing significant social or physical consequences. People may be subject to sexual coercion by different means, including emotional manipulation, deception, physical force or threats, verbal insistence, cultural expectations, or economic inducements. Sexual coercion is a form of violence. It reflects and reinforces gender inequality. Some communities or laws tolerate sexual coercion, rather than understanding it as a type of violence. Sexual coercion can occur in many different contexts. It often takes place in a setting or situation normally considered safe, such as at one's home or the home of friends or relatives, at school, in a religious institution, at work, within a dating relationship, or within marriage. Sexual coercion also may occur in other situations, for example, with a stranger, as a material exchange (with older partners or peers, for cash or material gifts), in war and conflict situations. Like other forms of violence, sexual coercion has serious consequences. Such violence may lead to emotional problems, such as feelings of insecurity, isolation, low self-esteem, and severe depression. It may also lead to physical injury or even death. When sex is coerced it often takes place without protection (condoms). In fact, coerced sex is linked with increased risks of unintended pregnancy and STIs, including HIV.¹⁷

Sexual coercion could also happen through human trafficking, where a person is either taken against their will or tricked into becoming dependent on their trafficker, who then sells them into sexual slavery. The victim is forced by their trafficker to perform sexual services for customers. The trafficker earns money for this exploitation and that is their motivation. The victim is not given rights by their trafficker and many often feel too scared

¹⁶ Adapted from *It's All One Curriculum* (2011). pp. 72.

¹⁷ Adapted from *It's All One Curriculum* (2011). pp. 70-71.

to speak out because they are being threatened with punishments. Often the trafficker will focus on a long time on their victim to earn the victim's trust to make it easier to traffick them. This may involve the trafficker initiating a romantic relationship with the victim and/or buying them gifts, giving compliments, etc. Fortunately there are some signs to look out for to protect yourself and others you know. It is important to always know the people you are talking with or know who they are. It is equally important to not share personal information about yourself with people you do not know or do not know well. It is especially important not to talk about where you live, go often (such as school, a certain friend's house, etc), or anything that gives information of your usual daily schedule. Additionally, be aware of people who are trying to befriend you. Are they older than you? What kind of questions do they ask? Do they offer to buy you things? ¹⁸

Facilitator Note: The following activity can be used after the speakers are finished presenting their information, if time allows.

Activity 3.6 – Human Trafficking: Knowing the Signs¹⁹

Time: 30 minutes

Materials Needed: Scenario cards (below)

Objective: This activity will help students think about what they have learned from the guest speaker(s) about human trafficking. The students will act out some scenarios in small groups, and then decide on the scenarios which they think are safe or unsafe. It will help summarize how to spot a potential trafficking situation.

Instructions:

Divide the students into 4-5 groups. Give each group a scenario card. The cards only have two people acting, but tell them that the other people can be bystanders or buildings - encourage creativity.

Think about the people in the scenarios. How well do they know each other? What information is exchanged? We will discuss each scenario after it has been acted out.

Potential Scenarios:

Scenario 1:	Scenario 2:
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¹⁸ Adapted from #Strands Global Foundation Website.

¹⁹ Adapted from 3Strands Global Foundation Activity Handout - <https://www.3strandsglobalfoundation.org/>.

<p>A teenage girl is looking at a board of job advertisements at a local cade. She is approached by a man who notices her.</p> <p><u>Man</u>: “If you are looking for a job, don’t waste your time with these advertisements. I am looking for workers at my company.”</p> <p><u>Girl</u>: “Wow! Really? I need to find a job since I finish school soon. Where is it?”</p> <p><u>Man</u>: “Come, follow me. Let me buy you dinner, I will tell you the details then.”</p>	<p>Two customers at a mercado are looking to buy the same dresses.</p> <p><u>Customer #1</u>: “That is such a pretty dress! I think that would look great on you!”</p> <p><u>Customer #2</u>: “Oh, thank you. It would look great on you too!”</p> <p><u>Customer #1</u>: “We have similar tastes in clothes! It would be fun to hang out together sometime. Want to meet here at this same time tomorrow?”</p>
<p><u>Scenario 3:</u></p> <p>A female student and male teacher are having a conversation at school after class.</p> <p><u>Student</u>: “I don’t understand why I received such a bad grade on that assignment.”</p> <p><u>Teacher</u>: “Maybe if you agree to meet me after every class, I will give you better grades.”</p> <p><u>Student</u>: “Oh, a meeting? I might be able to.”</p>	<p><u>Scenario 4:</u></p> <p>A girl is walking home from school when a car pulls up next to her, with a man inside.</p> <p><u>Man</u>: “You look tired! Where are you going? Let me drive you the rest of the way.”</p> <p><u>Girl</u>: “I am tired, actually. I am going home, which is right at the end of Main Street by the plaza.”</p>
<p><u>Scenario 5:</u></p> <p>A girl goes to a jewelry shop with a friend on the weekend. There are two male customers in the shop when they enter.</p> <p><u>Girl (speaking to her friend)</u>: “I have been looking at this necklace for a long time, but I haven’t been able to save enough money to buy it.”</p> <p><u>Man #1</u>: “I overheard you talking, and I</p>	<p><u>Scenario 6:</u></p> <p>Two girls meet a tourist at the local museum, while on a school trip. The girls mention that they have not traveled much yet but they would like to.</p> <p><u>Tourist</u>: “If you would like to travel to my country, I can arrange that for you. It would be easy, and I can help pay for your vacation.”</p>

would like to buy that necklace for you, but only if I get to see you again soon.”

Man #2: “And I want to get something special for your friend, too. You both are very beautiful.”

Girl #1: “That would be great!”

Girl #2: “It would be so exciting to visit another country! Would you really be able to help us?”

Tourist: “Yes, I can arrange everything, and even travel with you if you want!”

Have the groups act out their scenarios. After each scenario ask the following questions:

Do you think this situation is safe or unsafe? Why do you feel that it was safe/unsafe?

For unsafe situations ask: What made you feel uncomfortable?”

What kind of information was exchanged? What relationship did the two people have?

For safe situations ask: What happened here that made you feel the situation was safe?

What kind of information was exchanged? What relationship did the two people have?

Facilitator’s Note: Situation two is the only potentially safe situation.

“In order to better spot potential unsafe situations, such as some of the ones we determined from our scenarios, it is important to set personal boundaries, like the information that you tell about yourself to someone you don’t know well. Additionally, it is important to not agree to gifts and offers from people you’ve just met. Learning to spot uncomfortable situations can help you and your friends if you feel that someone is trying to take advantage of you, such as in the case of human trafficking.”

Questions for Discussion

1. Was it easy or difficult to pick out the unsafe situations? What about the situation made it easy or difficult?
2. What kinds of things do you think might make it more difficult to spot an unsafe situation? (If you know the person who may be trying to take advantage of you).

Closing Activity 3.7 – Rose, Bud, Thorn

Time: 10 minutes

Materials Needed: None

Objective: To reflect on the day

Instructions: Break participants into groups of 3 or 4. In their small groups, instruct the participants to each say something they enjoyed about the day (their rose), something they didn't really like about the day (their thorn), and something they are looking forward to in the coming week (their rose). After everyone has had a chance to share in their small group. Come back together as a large group and ask if anyone would like to share their rose, bud, and thorn with the class. Thank the volunteers for sharing.

It might be appropriate to introduce a new closing activity in the third week of the program, once the students are familiar with the ritual of rose, bud, thorn, as a closing activity, and are comfortable enough with each other to share more about themselves.

Alternate or Additional Closing Activity²⁰

Time: 10 minutes

Materials Needed: Small slips of paper, pens

Objective: Students will learn to be more comfortable in sharing about themselves in a trusted group setting; including information about their hopes, goals, and values.

Give each student a piece of paper on which they will write a statement or two about themselves that they think no one else in the room will know. This statement should either be something they like or dislike, something that they find interesting, or a hope they may have for their future. Remind them that this is a safe space, and we all have the right to have our opinions respected here.

Pass around the pieces of paper and give the girls 2-3 minutes to write down their statement(s).

Collect the statements and put in a bowl; mix the statements in the bowl.

Read the statements to the students one by one. Thank everyone for sharing more about themselves.

²⁰ Adapted from 3Strands Global Foundation Activity Handout - <https://www.3strandsglobalfoundation.org/>.

Homework and Introduction of Next Week's Topic

(~10 minutes)

Homework

Data collection: See how the girls understand the rights that they have.

The homework for this week, involves exercises found in the students' journals/workbooks, It will help the students better reflect on what they learned this week. They will write briefly about what they understand about human rights and what rights they think they have as a young person or as a woman in their community. Their other task will be to interview 1-2 adults about a human rights issue, using the questions in the workbook. Instruct the students to tear out the corresponding sheets from their workbooks to take home, in order to be able to complete the homework. Remind the students to not forget to bring their completed homework pages to the next session.

Have some student volunteers read the prompt and questions aloud from their workbooks, and give time for any questions. Make sure everyone understands the assignments.

Thank the girls for their participation in this week's activities, and for sharing their thoughts and opinions. Thank them for contributing to a safe and respectful space.

Introduce Next Week's Topic

Next week's topic is about biological aspects of sexuality such menstruation and other bodily changes, as well as adolescent pregnancy, sexually-transmitted infections and contraceptive methods.

Week 4: Reproduction & Biological Aspects of Sexuality

Biological aspects of sexuality, adolescent pregnancy, menstruation, sexually transmitted infections, and contraceptive methods

Overview of Workshop

The workshop this week focuses on the biological aspects of reproduction and sex. These lessons are extremely important for young girls to understand the implications of sex, their changing bodies, and how to protect themselves from sexually transmitted infections and unwanted pregnancy. The lesson will also cover topics such as menstruation, menstrual health, sexuality, and contraception. For the biology-based lessons, a health professional will be leading that section of the workshop to ensure the information being presented is accurate and credible. At the end of this workshop, there will be a mid-term assessment to evaluate how much the participants have learned thus far in the program.

Materials Needed for the Day

- White board
- Dry erase markers
- White paper
- Assortment of colored markers
- Pens/pencils
- Masking tape
- Flashcards
- Play-Doh

Instructor Tips

Recognizing that these can be difficult and uncomfortable topics to discuss with young people, we stress the importance of remaining neutral and professional in the delivering of such information. It is important to use the scientifically-correct names for body parts instead of nicknames or slang name to ensure neutrality and to get participants comfortable with the use of their proper names. For the more biology-based lessons, we highly recommend employing a health professional to lead the lessons. When asking outside professionals to lead components of the workshops, we stress the importance of ensuring the gender of the professional matches that of the participants to eliminate uncomfortable power dynamics and ensure a welcoming and comfortable environment for the participants. Please keep in mind that all materials are suggested; feel free to improvise with whatever materials are available.

Review of Last Week (Week 3)

Take a few minutes to review the concepts discussed in the previous workshop. Allow participants to ask any questions that may have come up for them over the week. Pose discussion questions such as:

1. What rights do I have as a young woman?
2. What resources exist for me if my rights are being violated?
3. Who do I trust that I can talk to if my rights are violated?
4. What is gender-based violence and violence against women?
5. What kind of forms can violence take?
6. What can I do if violence happens to me or someone I care about?
7. What kind of behavior is appropriate in a relationship? What is not appropriate?
8. What are the signs of human trafficking?

Take this time to review questions from the **Question Box** and answer any questions that were left from the previous week. As always, make sure these questions remain anonymous and are answered honestly without judgment or ridicule.

My Body

People's bodies differ in appearance. There is no "perfect" or "normal" body type or appearance, despite cultural and media messages to the contrary. Learning to be comfortable with one's own body — having a positive body image — is an important element of self-esteem.

Learning about your body can be exciting and empowering. Knowing about your body has many benefits for your sexual health and well-being. For example:

- feeling that your body is your own, feeling comfortable with your body;
- for girls, being able to anticipate and manage menstruation;
- being able to figure out what feels good sexually;
- being able to communicate feelings and thoughts about sex and reproduction;
- being able to prevent an unwanted pregnancy;
- being able to recognize the symptoms of certain infections; and
- being able to protect your right to dignity and respect.

The sexual and reproductive systems share some but not all organs. The sexual system consists of those organs involved in sexual activity and pleasure, whereas the female reproductive system consists of those involved in pregnancy and birth. Some organs are involved primarily in reproduction, in sexual pleasure, or both. For example, in males:

- The penis is involved in both sexual pleasure and in reproduction.
- The testicles are essential organs in reproduction and are also involved in sexual pleasure.

In females:

- The uterus is involved only in reproduction.
- The clitoris is the only organ for which the sole purpose is sexual pleasure.

Some other organs also play roles in sex and reproduction. For example:

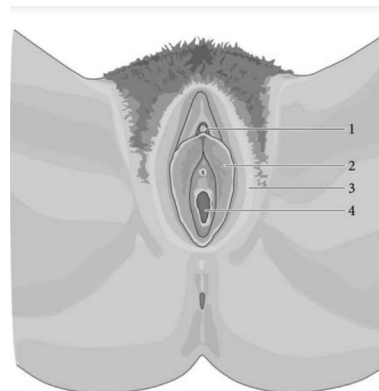
- The skin may respond sexually to touch.
- The brain processes emotions and secretes hormones that affect feelings and sexual and reproductive function.

Parts of the female sexual and reproductive systems²¹

The **vulva** consists of all the visible external genital organs of a woman (see illustration below). The **clitoris** (#1 in the diagram) is a small organ, shaped like a flower bud with a bit of tissue forming a small “hood.” The only function of the clitoris is to give girls and women sexual pleasure; it contains a rich network of nerve endings for sensation. During sexual arousal and during orgasm, the clitoris (and the genitalia in general) engorge and fill with blood, causing the clitoris to become erect. Women may feel vaginal contractions during orgasm.

The **labia majora** or **outer lips** (#3) cover and protect the vaginal opening. The **labia minora** or **inner lips** (#2) also swell during sexual arousal.

The **vagina** (#4) is an elastic canal, leading from the vulva to the cervix and uterus. When a woman is sexually aroused, the vagina produces lubrication. It has few nerve endings and is therefore not highly sensitive. In vaginal intercourse, the penis penetrates the vagina. If the man ejaculates, semen enters the vagina and travels through the cervix into the uterus and fallopian tubes, where fertilization can occur if an egg is present. Menstrual blood leaves the body through the vagina, as does the baby when it is born. The vagina cleans itself and does not need to be washed out. Women should not insert substances to dry or tighten the vagina; such substances can be harmful.



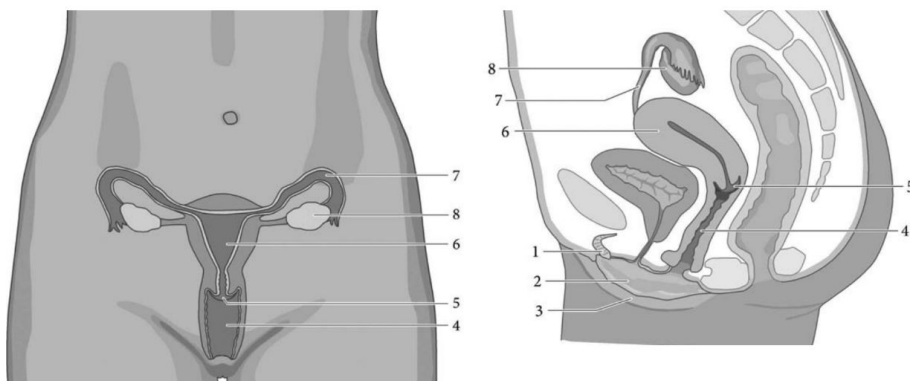
The **hymen** (not shown) is a thin membrane that may stretch across part of the vaginal opening. The hymen can be easily torn during sports or other physical activity and can be stretched open if a girl uses tampons. Therefore, a torn or stretched hymen does not indicate that a girl or woman has engaged in sexual intercourse.

The **cervix** (#5) is the lower part of the uterus that extends into the top of the vagina. An opening in the cervix, called the os, connects the vagina and uterus. Menstrual blood passes out of the uterus through the os; and semen passes through it to the uterus. The

²¹ From *It's All One Curriculum* (2011). pp. 168-170, 273-274.

cervix produces a secretion (cervical mucus) that aids sperm in entering the uterus. The cervical mucus changes during the menstrual cycle; women can learn to identify the fertile period according to the characteristics of the mucus. During childbirth, the cervix stretches, allowing the baby to pass through.

The **uterus** (#6) is a hollow, muscular organ that rests above the bladder. It is shaped like an upside-down pear. Its lining (called the endometrium) thickens with blood and tissue during the first part of the ovulation-menstrual cycle. If no embryo implants itself, the lining breaks down, becoming the menstrual flow. If an embryo implants itself, a fetus develops in the uterus.



The **fallopian tubes** (#7) are two narrow, 4-to-5-inch-long tubes through which the egg travels from the ovary to the uterus and in which the egg may be fertilized. The **ovaries** (#8), two organs, each the size of an almond or a grape, store the immature eggs in follicles, produce and secrete female hormones (estrogen and progesterone), and produce and release mature eggs.

*This information can also be found in the **My Body** handout*

Activity 4.1 – Modeling the Body²²

Time: 30 minutes

Materials Needed: Play-Doh

Facilitators Needed: 1-2

Objective: To support participant knowledge regarding the sexual and reproductive organs, both internal and external.

Instructions: Divide participants into groups of four. Give each group plenty of Play-Doh. Instruct the groups to work together to create a model of the female sexual and

²² Adapted from García (2007), pages 125-126.

reproductive organs, both internal and external. When they are finished, ask them to explain what each part does. Allow students to walk around and see what other groups made after the exercise.

Discussion Questions:

1. What do the different parts of the female reproductive system do?
2. What was the purpose of this exercise?
3. Why is important to know about our bodies?

Puberty²³

As children approach adolescence, their bodies begin to produce chemicals — called hormones — that lead to changes in their bodies and emotions. This time of change is called puberty. Puberty occurs early for some people and later for others. At puberty, sexual and reproductive organs begin to mature. For girls, physical changes associated with puberty include beginning menstruation, development of breasts, growth of underarm and pubic hair, and other physical changes. For boys, puberty includes the production of sperm; the growth of facial, pubic, and body hair; deepening of the voice; and other physical changes.

Gender roles often sharpen dramatically around puberty. This change is often marked by a growing gap in boys' and girls' equality and opportunities. For example:

- Boys are pressured to be brave and strong.
- Boys may experience disapproval if they express certain emotions, such as vulnerability or tenderness.
- Boys are often pressured to become sexually active to prove their heterosexuality. In contrast, in most settings, girls who are sexually active meet with social disapproval.
- In some settings, girls find that their freedom is seriously restricted at puberty. Their schooling may end, their style of dressing may be limited, their behavior may be constrained, and they may be assigned additional household duties.
- Girls, in particular, are subject to sexual advances, both well-meaning and harassing.

For girls, puberty begins between the ages of 8 and 13, about two years earlier than for boys. Girls typically finish puberty between the ages of 16 and 17 or around the time that their skeletal growth is complete. What changes do girls experience during puberty? Changes at puberty differ from person to person. Although they may vary in timing, sequence, and speed, girls' bodies typically develop in this order:

- Breast growth begins, often on only one side at first. Full development takes about two years.

²³ Adapted from *It's All One Curriculum* (2011). pp. 164-166, 266.

- Pubic hair begins to grow, gradually increasing and becoming coarse and curly.
- The first menstrual bleeding usually occurs two to three years after breast development begins. Many girls have irregular periods for the first couple of years. Once a girl ovulates, she can become pregnant.
- Underarm hair grows and sweat changes, resulting in adult body odor.
- The cervix starts producing mucus that is discharged from the vagina. This mucus is normal and is a sign of natural changes related to fertility and menstruation.

Girls also experience a growth spurt, their pelvis and hips widen, fat tissue increases, and the skin becomes oilier, increasing the likelihood of acne.

Activity 4.2 – My Body at My Age²⁴

Time: 30 minutes

Materials Needed: paper, assortment of colored markers, pens/pencils

Facilitators Needed: 1-2

Objective: To promote the identification of the changes that occur in your body and the sensations that these cause.

Instructions: Divide the class into two roughly even groups with the older participants in one group and younger participants in the other. Instruct each group to write or draw answers to the following questions:

1. What physical changes have you noticed in your body?
2. How do those changes make you feel?
3. What difficulties do they have regarding their body?
4. Do people treat you differently based on how your body is changing?
5. How do you think these difficulties can be overcome?

After about 10 or 15 minutes, a facilitator should join each group separately to write down key points to each of the questions that the groups came up with. Come back together as a class, have the facilitator share what each group had come up with.

Discussion Questions:

1. How did this exercise make you think about your body and how you perceive it?
2. Why is it important to know about the changes our bodies go through?
3. Why do you think other people might treat you different based on the changes your body is making?

²⁴ Adapted from García, (2007). pp. 123-124.

Menstruation

During and after puberty, girls begin to experience cycles of fertility. Unlike males, who are fertile continuously from puberty onward, females can become pregnant only during certain days of the cycle. The length of the cycle varies from person to person but is generally about one month. During each cycle, the female body goes through many changes. The most obvious part of the cycle is menstrual bleeding, also called menstruation or the “period.” We often think of menstruation as the climax of the cycle, but menstruation is just one part of an amazing array of changes that take place during the cycle. These changes are the body’s way of preparing for a potential pregnancy. They include producing mucus at the cervix, growing and releasing an egg, and changes in the lining of the uterus. These changes are controlled by hormones (natural chemicals produced by glands in the body and carried in the bloodstream). These hormonal changes affect many parts of the female body, and also how women feel and function. Knowing about these changes can give a girl or woman a sense of greater comfort and control regarding her own body.

Menstruation, or menstrual bleeding, signals the beginning of a new cycle. During menstruation, blood and tissue are shed by the uterus and flow out of the vagina. The first day of bleeding is designated as “day one” of the cycle. Bleeding usually lasts between four and six days.

During the first year or two after menarche (the first menstrual period), the length of time from one period to the next may vary. Several months may pass between periods. Even for adult women, the length of the cycle may vary from one woman to the next. It may also vary from cycle to cycle for any one woman. It can be affected by things like travel, stress, depression, malnutrition, and illness. Most commonly, however, women begin a new cycle every 24–36 days.

As women enter mid-life, their hormone levels change. Eventually, they stop releasing eggs and menstruation also ceases. This phase, called menopause, also signals the end of fertility. The age of menopause varies by woman and differs in different settings, but typically it begins in the mid-40s in developing countries and in the early 50s in developed countries.²⁵

Managing Menstruation

Menstruation is natural and part of being a healthy female. Having one’s first menstrual period can be an exciting event, especially if the girl knows what to expect. Menstruation is part of the body’s means of renewing itself and maintaining fertility. During menstruation a girl can generally engage in all of her regular activities. Bathing during menstruation is

²⁵ Adapted from *It’s All One Curriculum* (Population Council, 2011). pp. 261-262.

important. The vulva should be washed with water and mild soap to remove any blood that is left.

How women take care of their menstrual flow varies in different settings. Many women use pads to absorb the blood. In some places, women buy pads that can be thrown away after use. In other places, they employ reusable pads made from folded cloth; these must be washed thoroughly after each use with soap and water. Having a private place to change or wash pads (both at home and at school) is important.

Many women and girls use tampons instead of — or in addition to — pads. A tampon is a small mass, made of cotton (or other absorbent material), and often shaped like a finger to fit comfortably into the vaginal canal. Tampons are inserted into the vagina to absorb the menstrual blood. Tampons must be changed at least twice a day. Leaving a tampon in for more than a day can cause a serious, even deadly, infection. (Inserting any unclean object into the vagina can also cause a serious infection.)

The amount of menstrual bleeding — the menstrual flow — varies from day to day and by person. Bleeding may be heaviest during the first days of the period. Some girls and women also experience pain — abdominal cramping — during these days. In some cases, these cramps are strong and include nausea. A mild painkiller such as ibuprofen helps. Taking a bath, or placing a plastic bottle or hot water bottle filled with warm water on the lower belly or lower back, may also help.

A few days before their menstrual period begins, some girls and women may experience one or more kinds of discomfort. These include sore breasts, constipation, tiredness, pimples, and strong feelings that are harder than usual to control. Other months they may experience, some, other, or none of these. Many girls and women find that their premenstrual discomfort and their menstrual cramps tend to decrease if they exercise regularly throughout the month.

Girls commonly have questions or difficulties with menstruation. They may find that speaking with a healthcare worker, female relative, or friend is helpful.²⁶

Reproduction

A woman or a couple may choose to have children or not. This choice is a basic right. Biologically, female fertility is the ability to become pregnant and carry a pregnancy to birth. Male fertility is the ability to provide healthy sperm capable of starting a healthy pregnancy. A woman's fertility varies over the course of her ovulatory-menstrual cycle. A man's fertility does not vary on a cyclical basis. Fertility declines naturally with age in both women and men, although this decline takes place earlier in women.

²⁶ Adapted from *It's All One Curriculum* (2011). pp. 266-267.

Many steps lead to pregnancy such as:

1. Starting at puberty, girls begin to ovulate; that is, they generally release a mature egg with each ovulatory-menstrual cycle.
2. Starting at puberty, boys continually produce millions of tiny cells called sperm.
3. When a sperm joins with an egg (fertilization), an embryo may be formed. The sex of the embryo is determined by the man's sperm, not by the woman's egg.
4. A pregnancy results if the embryo attaches to (is implanted in) the lining of the uterus. It is this embryo that will develop into a fetus if the pregnancy continues.

Most commonly, a pregnancy occurs through heterosexual intercourse, during which the penis enters the vagina and the male ejaculates, releasing sperm.

For a viable pregnancy to occur, the following conditions are necessary:

- The female must be near the time in her menstrual cycle when she releases a mature egg from her ovary into her fallopian tube (the process is called ovulation).
- The male must have an erection and must ejaculate inside or at the opening of the female's vagina.
- Many sperm must travel up to the fallopian tube, where a single sperm must join with the egg (fertilization), and the fertilized egg must travel down to the female uterus, and become attached to (implanted in) the uterine wall.
- Pregnancy may occur whether or not the woman has an orgasm.

Before a pregnancy can occur, an egg and a sperm must join. This event is called fertilization. Fertilization can occur only during the fertile phase of a woman's menstrual cycle. During the woman's fertile phase, one of her two ovaries releases an egg. This event is called ovulation. Within minutes, fingerlike projections (called fimbria) at the ends of the fallopian tube begin moving to surround the egg and draw it into the tube. Also during the fertile phase, the woman's cervix moves into a position that eases the sperm's entry from the vagina. The cervix secretes a large amount of clear cervical mucus. This mucus provides nourishment to enable sperm to survive for several days. The mucus also provides an environment that helps sperm swim upward toward the fallopian tube, to reach the egg. During sexual intercourse, the sperm are ejaculated near the cervix. They enter the cervix within seconds. If the woman is fertile, some sperm may reach the egg in the fallopian tube within five minutes, while other sperm can survive in the clear ("fertile-type") mucus in the cervix. In this way, for up to five days after ejaculation, sperm continue to exit the cervix and are available to fertilize an egg.

Once ovulation occurs, however, fertilization must occur within 24 hours because the egg can survive for only that long. Fertilization takes place in the fallopian tube. Once a sperm has fused with the egg, it creates a barrier to other sperm. The fertilized egg continues

down toward the uterus, propelled by tubal contractions and by the cilia (little hairlike projections within the tube). In the fallopian tube, the fertilized egg begins to divide and grow, as it moves toward the uterus. This journey takes about five days. After it has divided once, it is called an embryo. Within two days of reaching the uterus, the embryo attaches or implants itself in the lining of the uterus. Implantation is the beginning of pregnancy.

Early signs of pregnancy differ from woman to woman and between pregnancies. They include:

- a missed period;
- tender or swollen breasts;
- sensitive nipples;
- frequent urination;
- unusual fatigue;
- nausea and vomiting;
- cramps;
- feeling bloated;
- changes in appetite; and
- feeling unusually emotional.

Pregnancy can be confirmed with a pregnancy test, which may be performed by a healthcare provider or purchased from a pharmacy.²⁷

Activity 4.3 – Causes and Consequences of Unplanned Pregnancy²⁸

Time: 30 minutes

Materials Needed: paper, assortment of colored markers, pens/pencils, white board, dry erase markers

Facilitators Needed: 1-2

Objective: To motivate participants to analyze and reflect on the topic of unplanned pregnancies, how it might affect their own lives, and how to avoid it.

Instructions: Explain to the class that we are going to be discussing the causes and consequences of unplanned pregnancy. Divide participants into groups of four. Instruct the groups to write or draw their answers the following questions:

1. What are the causes of for pregnancy during adolescence?
2. What of the consequences of pregnancy?

²⁷ From *It's All One Curriculum* (2011). pp. 172-173, 268-269.

²⁸ Adapted from García (2007). pp. 159-160.

3. What are the consequences of pregnancy in relation to the biological, psychological and social impact of the parents?
4. When do they consider is the appropriate age to get pregnant and why?

After about 15 minutes, come back together as a class and have each group share their answers. Be sure to write down on the board key points that the groups share. Gently correct any misinformation or misunderstandings.

Discussion Questions

1. How can you avoid adolescent or unplanned pregnancy?
 - a. Where can you find these resources?
2. Why is it important to discuss the possibility of pregnancy with your partner?
3. In what ways might an unplanned pregnancy affect your dreams for your future?
4. What are the different levels of responsibility for men and women in regards to unplanned pregnancies?

Pregnancy

Should you become pregnant, it is important to consult with your local physician about your options. Depending on what is available in your region, possibly options could include abortion, adoption, or keeping the baby. When considering your options, you should talk with people you trust, such as a mother, grandmother, teacher, or a peer who will help you in a non-judgmental way. Remember, whatever you choose to do regarding your pregnancy is ultimately your decision, as it is your body and you will be the one responsible for raising and providing for the child if you decide to keep it. When making this decision, you should carefully consider all the ways that having a child will change your life (in both good and bad ways). You may not be able to continue pursuing school, which may affect your potential career and earnings in the future. Babies are also very costly, and one needs to consider how they will provide for the child.

Guest speaker: *A local adolescent mother*

Sexually-Transmitted Infections

Sexually transmitted infections (STIs) are infections passed primarily by sexual contact, including vaginal, oral, and anal intercourse. A variety of different organisms may cause an STI. Certain parasites such as pubic lice and scabies also may be transmitted by sexual contact.

Some STIs can be transmitted by skin-to-skin contact. Some are transmitted through the exchange of bodily fluids. Some can be passed to a baby before it is born, during childbirth, or via breastfeeding.

STIs can have serious health consequences for men and women. Many common STIs are difficult to detect among women, however, and some have more serious consequences for women than for men. For example, the spread of chlamydia or gonorrhea to the upper reproductive organs is a common cause of infertility among women. Infection with certain STIs increases the likelihood of acquiring or transmitting HIV infection. Some, but not all, STIs are curable. Others, such as HIV, are not. Early treatment eliminates or reduces the consequences of most STIs.

Preventing STIs & STI Testing

You can find out if you have an STI by being tested by a healthcare provider. If you have an STI, obtain treatment, and notify all of your recent sex partners so that they can also be tested. Find out whether your partner has an STI, and if so, make sure that he or she is tested and treated. Talk with your partner about ways to be sexually intimate that do not involve the risk of transmitting an infection. Use male or female condoms and avoid sexual contact that allows transmission of an infection. Condoms protect against most STIs (including HIV). They do not protect against all STIs. Obtain a vaccination for those STIs that can be prevented.

A person is at risk of acquiring an STI and should be tested if he or she has one or more of the following:

- symptoms of an STI;
- a sex partner who has an STI, or who has signs of an STI;
- more than one sexual partner;
- a new partner in the past three months;
- a partner who has or may have other sex partners; and
- a partner who lives elsewhere or travels often.

Early testing is important. A person diagnosed with an STI can obtain treatment and can help their recent partners to be tested as well. A couple should not resume sexual activity until both partners have been tested and have completed any necessary treatment. Because some STIs do not show up in test results right away, a repeat test may be necessary.

Refer to **STI** chart handout for a detailed explanation of each type of STI, symptoms, and treatment options (if applicable).²⁹

Contraceptives

A person (or couple) who intends to have heterosexual intercourse but does not want a pregnancy can use a contraceptive or engage in sexual activity other than intercourse. Contraception can be defined as any method used to prevent pregnancy. Using contraceptives allows many people to enjoy their sex lives without having to worry about

²⁹ From *It's All One* (2011) pp. 277.

unwanted pregnancy. Male and female condoms also allow people to enjoy sex with less worry about sexually transmitted infections. Contraceptive use enables many people to have greater control over their bodies, their relationships, and their broader social and economic lives. Discussing and using contraceptives can foster trust and mutual comfort.

Most contraceptive methods are for use by females; only a few methods are used by males. There are many methods to choose from. Each person has the right to free and informed consent regarding which method to use. Many couples cooperate in the choice and use of their method.

Some people choose contraceptive methods that offer the greatest protection against infection. These methods are inserted or put on each time a couple has sex. These are called “barrier methods” because they create a barrier between the egg and the sperm, making fertilization impossible.

Some people choose contraceptive methods (such as “the pill,” hormonal implants, injectable hormones, hormonal patches, the vaginal ring, and the IUD) that are especially effective in preventing pregnancy. These methods do not protect against sexually transmitted infections. Combining the use of one of these methods with a male or female condom can offer greater protection against both pregnancy and sexually transmitted infections, including HIV.

See **Contraceptive Methods** chart for a more detailed explanation of the different types of contraceptive methods, how they work, and what they protect against.³⁰

Activity 4.4 – Steps to Using a Condom

Time: 15 minutes

Materials Needed: masking tape, paper, markers, notecards, pens/pencils

Facilitators Needed: 1-2

Objective: Students learn how to use a condom and describe correct use of the condom.

Instructions:

Instruct participants to form pairs:

- One of the reasons that people do not use a condom is that they do not know how to use one. That is a poor reason to end up with a serious health problem, so we

³⁰ Adapted from *It's All One* (Population Council, 2011). pp. 206-211.

are now going to learn the proper way to use a male condom. Being old enough to learn how to use a condom does NOT mean that you are ready to have sex, but it is better to know how to use a condom BEFORE you need it, not after you have sex, when it's too late. In using condoms, you can take some steps well ahead of time, that is, before you are in an intimate situation. Some steps you can take when you are already in an intimate situation but immediately before sex actually takes place. You should know what to do regarding condom use during sex, and you should know what to do with the condom after you use it.

- With masking tape, place a piece of tape on the floor, long enough for each participant to stand along the line. Create four sections on the tape so it looks like this:



- Mark each section with a piece of paper, one that says “well ahead of time,” one “immediately before,” another one “during sex,” and the last one “after sex.”
- Explain the activity:
 - I have broken down all the steps involved in proper male condom use and put each step on a separate card. I will hand out a card to each pair. [Be sure to shuffle the cards so that they are out of order before handing them out.] Each pair must work together to decide which section their card belongs in, and then work together with other participants to put the steps in the right order.
 - Then stand along the line, in order of your card, making sure you are in the correct section.
 - You have five minutes. Begin!
- Stop the process after five minutes or until all participants are standing on the line. Ask the students to explain the order of the steps. Interrupt to question them about any steps that are not in the correct order (see answer key). Answer any questions that arise.

NOTE TO TEACHERS: Prepare 16 flashcards. Onto each flashcard, write one step from the list below. Do not include the “step number.” (The numbers are shown below as your answer key.) Recall that the order of Steps 1–5 is flexible. Some pairs may have more than one card, if needed.

(Well ahead of time)

1. Discuss safe sex with your partner.
2. Buy condoms (and lubricant, if desired) or find a clinic or other community center that gives them away for free.
3. Keep your condoms in a dry, cool place (not a wallet).

4. Check the expiration date of the condom and be sure the date has not passed.
5. Practice putting on a condom, so that you are comfortable using it later.

(Immediately before sex)

6. Open the condom gently, being careful not to tear it (don't use your teeth!).
8. When the penis is erect . . . squeeze tip of condom and place the condom on the head of the penis.
9. Hold the tip of the condom and unroll it until the penis is completely covered.

(During sex)

10. If the condom breaks, the male should pull out immediately. [You may wish to remind students about emergency contraception if ejaculation already occurred.]
11. After ejaculation, while penis is still erect . . . grasp the open end of the condom, at the base of the penis.

(Immediately after sex)

12. Holding condom at the base of the penis, gently pull the penis out.
13. Carefully remove condom without spilling any semen by holding the rim of the condom.
14. Tie up condom or roll it in toilet paper and dispose of it properly.³¹

Activity 4.5 – Gender and Condom Use³²

Time: 30 minutes

Materials Needed: Board, chalk/markers

Facilitators Needed: 1-2

Objective: Students analyze barriers (including gender norms) to condom use and ways to overcome these barriers, and learn how to use a condom. This activity is aimed at students who already have basic information about condoms as a method of protection against STIs, HIV, and unwanted pregnancy. This activity is meant to enable students to describe obstacles to condom use and how these can be addressed, and to strengthen critical thinking skills.

Instructions:

³¹ Adapted from *It's All One Curriculum* (Population Council, 2011). pp. 150-155.

³² Adapted from *It's All One* (2011). pp. 150-154.

Step 1: Explain (and write down key responses):

- Today we will be discussing condom use.
- What do we know about condoms? [Probe for: They protect against STIs/HIV and unwanted pregnancy; they are used by the male.]
- Who can use condoms? Is there a condom for women, or just for men? [Probe for: There is also a female condom. Offer basic information about this method.]
- Why is it important to know about condoms? [Probe for: Every day people die from AIDS or from complications of unsafe abortion; these are deaths that could have been prevented if the person had used condoms. Condoms offer protection against pregnancy, HIV, and other infections.]
- If people know about condoms, does that mean they will use them?

Step 2: Have the class form pairs. Explain:

- There are many reasons why people do not use condoms or do not use them correctly. We are going to hear scenarios from seven real couples and, in pairs, decide what these couples need in order to properly use a condom the next time they are intimate.
- Write on the board the following words:
 - **Solution 1** - Information about correct condom use
 - **Solution 2** - Greater equality and shared power between the girl and the boy
 - **Solution 3** - Better communication skills
 - **Solution 4** - Information about where to obtain condoms
 - **Solution 5** - A more realistic idea of the risk of HIV and pregnancy
 - **Solution 6** - A safe place to discuss concerns about sexual performance
- Read aloud the following scenarios one by one, pausing after each scenario to allow the participants to think about which solution would be best. In pairs, have the participants discuss and come up with the best solution for the couple in the scenario: what might help them use condoms correctly next time? After a minute or two, have participants share what they came up with and why. Discuss as a class if needed.

Step 3: After reviewing the situation of all nine couples, facilitate discussion using the following questions:

- Who is responsible for condom use?
- Why might girls or women need to have access to the female condom? [Probe for: to take protection into their own hands if their partners will not use a male condom.]
- How can individuals ensure that they are prepared to use condoms when they need them?

Scenarios:

Couple A: These two young people have decided to have sex and to use condoms. One partner searches the local market but doesn't find either male or female condoms for sale. The other thinks that condoms might be available at school, but the nurse says no. Each of them hopes that the other found condoms. That weekend, they begin to have sex. They are both embarrassed to say what happened, so they ignore the subject and just go ahead and have sex without using a condom. What does this couple need?

Correct Answer: **Solution 4** (information about where to obtain condoms); also: **Solution 3** (better communication skills)

Couple B: These two young people want to have sex. The girl tells her boyfriend that she brought condoms, but he says, "No way... those feel lousy!" She tries to insist but he becomes angry, tells her she is acting like a baby, and asks if she really loves him or not. Finally, she gives up arguing and they have sex without the condom. What does this couple need?

Correct answer: **Solution 2** (greater equality and shared power between the girl and the boy); also: **Solution 3** (better communication skills)

Couple C: These two people have decided to have sex. Both of them think it is a good idea to use condoms, but they are afraid that their partner will think they are "dirty" if they suggest using condoms. In the end, neither one knows how to bring it up, so they have sex without a condom.

What does this couple need?

Correct answer: **Solution 3** (better communication skills); also: **Solution 5** (a more realistic idea of the risk of HIV and pregnancy)

Couple D: This boy, who is 16, is in a gang. He wants to leave the gang, but doing so is difficult and can be dangerous. However, his gang will allow him to leave if he becomes a father. The boy explains to his girlfriend, who is 15, that if they have a baby, it could save his life, and that he'll be a good father. She feels confused about what to do. She wants to finish school and she does not feel ready to be a mother. But she also thinks she should help her boyfriend. They have sex without a condom. What does this couple need?

Correct answer: **Solution 2** (greater equality and shared power between the girl and the boy)

Couple E: These two people decide to have sex. The boy asks if they should use protection, but the girl says that she just had her period so she can't get pregnant. What does this couple need?

Correct answer: **Solution 5** (a more realistic idea of the risk of becoming pregnant)

Couple F: These two people decide to have sex. They discuss whether to use condoms to protect against HIV but agree that they would know if they were sick. So they go ahead and have sex without using condom. What does this couple need?

Correct answer: **Solution 5** (a more realistic idea of the risk of HIV)

Couple G: A 17-year-old girl is having sex with a 25-year-old man who gives her gifts and sometimes gives her money to help with her expenses. Sometimes he uses condoms, but this time he doesn't have a condom with him. She thinks that they should wait and have sex another time, but he promises it will be okay without a condom. She already took money from him this week, so she feels she cannot refuse. They have sex without the condom. What does this couple need?

Correct answer: **Solution 2** (greater equality and shared power between the girl and the boy)

Activity 4.6 – Contraception Quiz

Time: 30 minutes

Materials Needed: Paper, pens/pencils, assortment of colored markers, timer or watch, white board, dry erase markers, small prize such as candy

Facilitators Needed: 1-2

Objective: To test participant knowledge of different contraceptive methods, how they work, and what they protect against.

Instructions: Divide participants into groups of 4 and give each group blank paper and markers. Explain to the participants:

This activity is going to be a competition between each of the groups. In your group you are going to be given 15 minutes to write or draw all of the different contraceptive methods you can remember. For each method, you must be able to describe how it is used and what it protects against. Whichever group can come up with the most methods AND properly describe how it is used, wins the competition and a small prize! Ready, set, go!

Give the groups about 15 minutes to write or draw each of the contraceptive methods they can think of. At the end of 15 minutes, instruct everyone to stop what they are doing and put down their markers. Go around the room and have each group share what they came up with and how each method works, keeping track on the white board how many methods each group was able to accurately describe. Gently correct any misinformation if a group

describes a method incorrectly. The group that was able to accurately describe the most methods wins a small prize, such as candy, and congratulate them for winning the competition.

Activity 4.7 – Breaking Myths about Desire and Sex³³

Time: 30 minutes

Materials Needed: Printed out statements to read aloud.

Facilitators Needed: 1-2

Objective: To enable students to identify correct information about sexual desire and sexual behavior.

Instructions:

- Tell the students: Today we are going to discuss the topic of sexual desire and sexual behavior, and dispel some common myths about the subjects. I am going to read aloud some commonly held beliefs about sexual desire. As I read them, everyone is going to put their heads down on the table and close their eyes. For each example, I want everyone who believes that the statement is true to raise their hands, while keeping their heads down.
- Ask if everyone understands the rules before proceeding.
- Instruct the participants to put their heads down on the table and close their eyes
- Read the first statement aloud:
 - *“Most women do not really desire sex”*
- Tell the students: if you believe this statement is true, raise your hand
- Instruct the participants to keep their hands raised and that everyone should look around the room
- Ask why participants believed this statement might be true.
- Discuss: This statement is **false**. Most women do desire sex. However, if a woman does not get pleasure from sex, she may lose interest.
- Repeat this exercise with the following statements:
 - *If you desire sex, you have to have it.*
 - **False.** Sexual desire does not have to lead to sexual activity. In fact, people can enjoy feeling “turned on” without wanting to have sex.
 - *Fear of becoming pregnant or of becoming infected with an STI can affect sexual desire.*

³³ Adapted from It's All One Curriculum (2011). pp. 59-69.

- **True.** Emotional states, such as fear, can affect a person's sexual desire.
- *If you are male, then you want to have sex all the time.*
 - **False.** Men do not always desire sex. They experience variations in their levels of desire, as do all people.
- *If a man does not get an erection in a sexual situation, he does not desire the person he's with.*
 - **False.** A man may not get an erection in a sexual situation for many reasons, including medical conditions (for example, diabetes or heart disease), the use of certain drugs, and emotional factors (such as anxiety about sexual performance, anger at the other person or about someone else, or because he is preoccupied).
- *A person can feel sexual desire for someone he or she does not love.*
 - **True.** People often confuse sexual desire and love. You may love someone and not desire to have sex with them, and you can desire to have sex with someone whom you do not love.
- *If a girl does not bleed the first time she has sex, it means she is not a virgin.*
 - **False.** Some bleeding is caused by the tearing of the hymen. However, the hymen can easily stretch or tear during normal physical activity or sports and can be stretched open by fingers or tampons. The absence of a hymen or bleeding does not mean a girl has had sex.
- *It's the man's role to initiate sex.*
 - **False.** In many cultures, men have the role of initiating sex and women are supposed to be more passive sexually. However, this pattern reflects certain cultural attitudes about gender roles; in fact, women can also initiate sex. Even those women who follow traditional gender roles often develop an indirect way to communicate their desire for sex to their partners.
- *Masturbation is harmful.*
 - **False.** Masturbation is not harmful; rather it is safe and a good way to learn about one's own body. However, it is a personal choice. Most people masturbate, but some people choose not to, and some are not comfortable with the idea.
- *Many women do not have orgasms from vaginal intercourse alone.*
 - **True.** Most women do not reach orgasm from vaginal intercourse alone. Rather, they reach orgasm through stimulation of the clitoris. Women are more likely to have an orgasm if they (or their partner) stimulate the clitoris directly before, during, or after vaginal intercourse.
- *The first time a woman has sex it will hurt.*

- **False.** The first time a woman has sex it may or may not hurt. To minimize discomfort or pain, partners should take time to explore each other's bodies and become fully aroused before penetration, so that the woman's vagina is well lubricated. If the woman feels nervous or afraid, the couple may want to wait.
- *You can acquire a sexually transmitted infection (STI) from oral sex.*
 - **True.** Oral sex can result in the transmission of various STIs. This list of STIs includes herpes, gonorrhea, human papilloma virus (which leads to warts or cancer), syphilis, chlamydia, hepatitis B, and chancroid, as well as HIV.
- *A woman who likes sex a lot can't be trusted to be faithful to her partner.*
 - **False.** Enjoying sex is natural for men and for women. A person's enjoyment of sex has nothing to do with his or her trustworthiness. The idea behind this statement, that women should not like sex, reflects the double standard that it is acceptable and expected that men, but not women, like sex. This idea is unfair, inaccurate, and a stereotype.
- *The right age to have sex is 18.*
 - **False.** There is no "right age" to have sex. Each person has to determine when he or she feels ready to have sex. The readiness depends on a person's level of maturity, relationship, values, and feelings. Countries have laws about the age at which a person is considered old enough to be able to consent to sex.

Mid-Term Assessment

To be developed and implemented by the Master of Development Practice Field Experience Team

Closing Activity 4.9 – Rose, Bud, Thorn

Time: 10 minutes

Materials Needed: None

Facilitators Needed: 1

Objective: To reflect on the day

Instructions: Break participants into groups of 3 or 4. In their small groups, instruct the participants to each say something they enjoyed about the day (their rose), something they didn't really like about the day (their thorn), and something they are looking forward to in the coming week (their rose). After everyone has had a chance to share in their small group. Come back together as a large group and ask if anyone would like to share their rose, bud, and thorn with the class. Thank the volunteers for sharing.

Homework

Interview with an adolescent mother or father

The homework assignment for this week is for the participants to find an adolescent mother or father in their community (it may be their own parents) to interview to learn more about what it is like to be an adolescent parent and the challenges that come with having a child at a young age. They are only required to interview one person. They should ask their interviewees the following questions and record answers in their workbook. They will share their answers with the class in the next session.

Interview Questions:

1. How old were you when you had your first child?
2. How did you feel when you found out you would be having a baby?
3. How did your family react when they found out you were going to have a baby?
4. How did your community act when they found out you were going to have a baby?
5. How did having a baby at a young age change your life?
6. What were your biggest concerns about having a child at a young age?
7. How did you overcome these concerns?

Week 5: Intimate & Interpersonal Relationships

Respect, violence-free relationships, equality within relationships, sexuality

Overview of the Workshop

Having previously introduced concepts surrounding communication in relationships, this week's workshop provides students with more problem-solving practice. Relationship violence remains an overarching topic, so be cognizant of student reactions and encourage students to monitor their emotional responses. Students will also have an opportunity to engage with a guest speaker who may have a very different life experience than them. Encouraging them to ask thoughtful, respectful questions is important. By the end of the session, students will be better able to name and identify problems within romantic relationships, enhance their teamwork skills, increase comfort with public speakings, and improve ability to discuss sex with a partner or potential partner.

Topics

Respect, violence-free relationships, equality within relationships, and sexuality

Materials Needed for the Day

- Poster
- Markers and writing utensils
- White board and dry erase markers

Instructor Tips

This workshop may be emotionally heavy for many of the participants. As always, an environment of safety and confidentiality is key. The guest speaker, scheduled over the lunch hour, is intended to be someone from the community who can speak to the experience of living with HIV. We encourage you to find a community health advocate and/or someone who lives with this virus (and who is comfortable sharing publicly about living with HIV). Be attentive to participant reactions and encourage respectful and welcoming behavior to this guest. Please keep in mind that all materials are suggested; feel free to improvise with whatever materials are available.

Review of Last Week (Week 4)

Remind participants of the shared norms within the group contract, ask for their thoughts on last week's class. Perhaps you even learned something new about the biology of gender and sex!

For their homework, students were asked to speak to an adolescent parent about their experiences. Solicit reflections on those interviews and ask for lessons learned. Allow for responses from several students.

Whether or when to have children is a personal choice, and it is one that changes your life. Thinking carefully about the money required to raise a child, what kind of support you will have from your family or your partner, your ability to get a job or an education--these are all aspects to consider when making that choice.

Take time to make a disclaimer about this week's topics (such as):

A reminder that some of the things we are talking about today might be difficult for you. We are going to talk about violence in the home, and I encourage you to take care of yourself throughout the day. If you need to get up and take a walk, do that. If you would like to talk to one of us adults, please do. As always, remember that we are here to learn together and will respect each other's confidences.

Activity 5.1 – Problem-Solving in Relationships³⁴

Time: 1 hour

Materials Needed: Whiteboard and dry-erase marker

Facilitators Needed: 1-2

Objective: Gain comfort articulating relationship conflicts and tensions and imagining resolutions

This week's modules are all about dating, breaking up, and learning about your own boundaries.

Instructions:

Ask the group: Raise your hand if you can think of a reason someone might end a relationship. When you're dating someone and it isn't going well, what are some reasons why you might want to stop seeing them?

³⁴ Adapted from *It's All One Curriculum* (2011). pp. 100.

Write responses on the whiteboard at the front of the class. Students might say things such as:

- Not liking the person anymore/not having fun when together
- Not attracted to them
- My family doesn't approve
- They were too jealous and controlling
- He didn't listen
- Infidelity
- They hurt me/hit me

You have the right to end a relationship if you choose to, regardless of what the other person wants. Of course, it is not always an easy choice and these decisions can cause a whole range of emotions. Even if you are the person who decides to end things, you might still feel lonely or sad. Sometimes, of course, it can be a relief.

Our goal for this week is to explore the kinds of conflicts that might lead to the end of a relationship. This activity should help us all think about how we would handle certain experiences in an intimate relationship.

Divide participants into groups and then explain the following:

You (participants) will receive the first part of a relationship story. In each of these scenarios, there is some type of conflict. Together, your group will decide how that story might realistically end. Your group will be acting this out in short 2 minute skits, so be ready to show us the conversations as you imagine them. Remember, there isn't just one right answer in each case.

Distribute a scenario to each group from the following:

Migdalia and **Beto** started seeing each other a few years ago. Now that Beto goes into the city for work, they see each other less frequently. When out with friends the other night, Beto kept mentioning another woman. He also seemed distant from Migdalia and mocked her outfit. When they spoke later, Beto admitted that he had been seeing the other woman, a coworker of his.

Andrea and **Joel** have been married for a year. They have been known to argue, sometimes loudly, but Andrea always thought that meant they both really cared about the relationship. After Christmas, though, they had a big fight and Joel slapped Andrea. He apologized, but last night it happened again and harder. The blow left a mark on Andrea's face.

Greta and **Ivan** started going out about a year ago. Greta is 14 and Ivan is 17. She is looking forward to attending high school next year, and he is working on a farm. Recently, Ivan expressed that he does not think Greta needs to go to high school. He would prefer if she quit school and instead spent more time learning from her mother. Ivan would like to marry soon, and he wants Greta to be ready to run a household. When he told Greta this plan, she laughed and said, "But I still need to finish school!"

Mauricio and **Ana** have been together for over a year. They both have jobs and active social lives. At the bar last night, Ana visited with her girlfriends. Mauricio danced the whole night, with a number of people. When they returned home, he was surprised to learn that Ana was angry with him and jealous that he had spent his evening talking to other women.

Rosa and **Sergio** live together and have 2 children. Rosa does occasional work outside the home, but mostly takes care of their children. Sergio is an attorney and earns a high salary. He pays for most of their expenses. Rosa wants to purchase new furniture for their home but cannot afford it without Sergio's help. When she asks him for the money, he refuses and accuses her of being lazy.

Estefany and **Michael** are married and have three children, aged one, three, and six. When Estefany's menstrual period is late, she goes to the neighborhood clinic and learns that she is five weeks pregnant. She is devastated by the news because, with three children so young, money is tight and she is physically tired. She is also angry and blames Michael for refusing to use a condom one night when he was drunk. Estefany wants to have an abortion, but Michael tells her that they must continue the pregnancy.

Every participant group should have a scenario. Instruct the participants that they will have 10 minutes to work together to prepare a skit that shows us how this conflict might be addressed in real life.

Give students 10 minutes to work in groups on their skit and call them back together. Each group will have 5-10 minutes to share their skit and whatever reflections they may have.

Reflection Questions for Groups:

- What was the problem in this scenario?
- How did the couple deal with it?
- Is this something that you can imagine seeing in your community? Does the outcome differ sometimes?
- What other options for a resolution does the rest of the class see?

Once all the groups have shared their skits, spend a few minutes talking as a large group:

Disagreements don't come out of nowhere. There are often indicators of tension before they ever arise to the scenarios we saw in the skits. What are some warning signs that you might get in a relationship?

Take notes on the whiteboard.

Common responses may include: jealousy, being controlling of who you talk to, not wanting your partner to succeed at school or work, being unwilling to talk about important things, being verbally abusive

Did any of those skits make you think, "I would have left that relationship"? Why? What were the specific behaviors that made you think that?

One of our skits was about a situation in which the man had hit his partner. Make sure to note something (such as the example below) about the girls' (and everyone's) rights to be free from violence.

Facilitator Note: Violence within a relationship is NEVER okay. It may be common, even within our communities, but it is not okay. There is a spectrum of abusive behavior in relationships. It might be something like being controlling over your partner (what they eat, who they talk to, how they dress), and sometimes it escalates to physical violence. All of those things are hurtful. I hope that, if anyone here ever experiences something like that, you can rely on your classmates here to support you. We are all learning about this together, and we can all support each other outside the classroom.

Activity 5.2 – Identifying Respectful Relationships³⁵

Time: 1.75 hours

Materials needed: N/A

Objective: Differentiate between healthy and unhealthy relationship behaviors

Facilitator's Note: Here might be a good time to reiterate a disclaimer about the topics we will cover in these activities. An example of a disclaimer here could be:

"I mentioned this morning that we were going to talk about some serious topics today. Our next subject may be difficult for you, so I want to reiterate that you are in a safe space and that I welcome you to do what you need to do to be okay during this activity. It's important to talk about these things because they are, unfortunately, a part of life for

³⁵ Adapted from *It's All One Curriculum* (Population Council, 2011). pp. 46.

so many people. If we talk about it, you might have a better idea of what to do if something like this happens to you.”

Instructions & Background:

Everyone has a fundamental right to be free from violence. Did you know that? And yet, we know that women are more likely to be subject to violence in the home. Gender norms, like we talked about a few weeks ago, have a big impact on the kind of treatment we accept from others. In a society where girls are expected to be quiet and do as they're told, they might also learn the lesson that they should tolerate pain and mistreatment.

The risks of this kind of violence go beyond physical harm. It is also related to increased rates of depression and a greater likelihood of contracting STIs. If someone believes that violence within a relationship is no big deal, they are wrong.

Once again, you will be splitting the participants into groups (4 groups). Participants will then prepare short skits (2-3 minutes long). This time, though, two of the groups will be asked to prepare a short skit that shows an intimate relationship (spouse, boyfriend/girlfriend) that involves violence.

Examples of questions to ask participants include:

- What does violence mean to you?
- How many people think violence just means hitting and fighting?

Take the time to explain to participants that although hitting and fighting ARE violent activities, but violence in a relationship can ALSO be emotional and psychological—if someone is manipulative, says demeaning things to you, prevents you from seeing your friends—they are causing harm even if it does not leave a mark on your body.

Groups 1 & 3

We're going to focus on those other types of violence for now. When giving instructions, make sure to emphasize that we do not want to be making fun of anyone's pain, but we do want realistic situations so that we can analyze them together. Ask participants to think about instances in relationships—romantic or otherwise—that demonstrate harmful behavior.

Groups 2 & 4

The other two groups will demonstrate a relationship that is based on respect. These groups should show us how two people in a respectful relationship would deal with a difference of opinion. Once you divide participants into groups, participants will have 10 minutes to come up with a skit.

After skits showing violent conduct...

Does anyone have any questions about what we just saw from this group? What were the aspects of this relationship or these individuals that lead to this conflict?

Students may be hesitant to blame the abusive party in this skit. Encourage them to name that behavior as abuse.

After skits showing respectful relationships...

Does anyone have any questions about this skit?

What were some healthy aspects of this relationship? How did they deal with their disagreement?

Allow for some conversation, and then guide students into a broader conversation about healthy relationships.

Physical violence is one type of abusive behavior. What are others?

- Examples: Control, coercive sex, yelling, demeaning language, threats

Why do people stay in abusive relationships?

- Examples: Financial limitations, lack of family support, not sure where to go, don't recognize the behavior as abuse

What characteristics make up for a healthy and respectful relationship?

- Examples: The two people listen to each other, there isn't violence, both partners contribute to the household in a meaningful way and respect each other's contribution, they communicate well, sharing responsibilities, caring about the other person's feelings
-

Do you have to break up with someone if they are mean to you?

- Examples: No, people can make choices about how they want to live their lives

Were the skits realistic? Ask participants if they see these situations in their daily lives. Encourage participants to reflect on the skits to write about it in their **activity book**.

Discussion Questions

- What do you normally do when you see violence in a relationship? What could you do?
- Do you think respectful relationships are possible?
- Does anyone have an example of a marriage or partnership that they view as healthy?

Lunch: Guest HIV-Positive Health Promoter

(~1 hour)

Example introduction for lunch discussion:

“Today’s lunch period is a little different than previous weeks. You should feel free to get up and move around, but please keep your ears open. We have a special guest with us who is a community health promoter who is going to share their experience with us and answer your questions. Let’s all welcome [Health Promoter’s Name] to the group!”

Possible Questions for Guest:

- What is life like for a person with HIV? Do you encounter discrimination?
- What are the misconceptions about people with HIV?
- Tell us about the medical innovations that are making it easier both to live with HIV and to prevent transmission.

Invite the students to ask thoughtful questions about the guest’s career. Considering looking through the question box to find some questions related to guest’s expertise. Remember to thank our guest for taking the time to speak with us as the lunch hour is concluding.

Activity 5.3 – How to Talk about the Uncomfortable Stuff ³⁶

Time: 30 minutes

Materials Needed: Whiteboard and dry erase markers (or chalk and chalkboard)

Objective: Practice direct communication skills

Instructions:

Begin the activity by asking participants some or all of the following:

- Raise your hand if you find it difficult to speak your mind sometimes.
- Who here is the person in your family who tries to keep the peace and make sure everyone is happy?
- This exercise is for everyone who just raised their hand. We all know it can be difficult to start a conversation that might be awkward or tense. How much more difficult is it when those conversations are about sex?

³⁶ Adapted from *It’s All One Curriculum* (Population Council, 2011). pp. 156.

It is often standard practice to talk about sex using euphemisms and with indirect language. The problem with that is that we assume that the other person understands what we're saying. Being clear and straightforward ensures that everyone is on the same page and avoids any painful miscommunications. This is easier said than done, especially if you don't feel as powerful or strong as the other person in the conversation.

Examples of indirect versus direct communication include:

Indirect Communication	Direct Communication
"The thought of getting pregnant is really scary, you know?"	"I will not have sex without a condom."
"...I don't know...it seems dangerous..."	"No, I do not want to do that."

We all have differing communication styles. We might think we are being understood if we say something like the first sentence, but saying a more direct version is the safest bet.

To practice these conversations, every participant needs a partner. Encourage the girls to find a partner who they do not know as well or someone they have not worked with today. Once they find a partner, instruct participants to have a seat and then we'll go over the instructions.

Facilitator Note: Be attentive to the pairings so that no one is left out. If the group has an uneven number, a trio will work.

Write the following phrases on the board, leaving space below each for notes:

- Whether to have sex
- Previous sexual experience
- STIs, HIV/AIDs, previous drug use
- Using condoms

Give the following instructions to the participants:

"Your task with your partner is to figure out how to start a conversation with a romantic partner about the things I just wrote on the board. I would like you to write down at least one way to begin a conversation on these topics, keeping in mind our guidelines for clear, direct communication. I also need you to decide when these conversations should take place (before or after a date, before you kiss, when you're in bed with them). You might decide to have these conversations at different times. Be ready to share with the class. You have 10 minutes to talk with your partner."

After 10 minutes has passed, give each group (or as many as time allows) an opportunity to share. Write them down on the board, making sure to get answers for each topic.

Ask each pair (if time allows) to share their suggestions with the larger group.

As the students continue to share their responses, continue to ask them to analyze:

- How would that idea work?
- What kinds of approaches would not be a good idea? Why?
- At what point in a relationship when you bring this up?

Now we collectively have a baseline knowledge of what to say, and that means that it is time to practice. Ask for two volunteers from the group.

Provide participants with this scenario:

Volunteer 1, your job is to start a conversation about the first topic on the board--whether or not to have sex. Volunteer 2, your job is easy. You get to be awkward and unwilling to have a real conversation with your friend. The challenge for our first volunteer is to keep the conversation moving.

So we have Lia (Volunteer 1) and Jaime (Volunteer 2). You have been dating for a few months, and things are progressing well. You have not had sex with each other. You also are unaware whether the other person has ever had sex before or engaged in risky behaviors like taking drugs. Lia thinks that you two might have sex soon but she is terrified of HIV.

While the volunteers are demonstrating this very important conversation, remind everyone else to please pay attention to each volunteer's communication technique.

Lia and Jaime, let's see how this conversation goes.

Allow them a few minutes to work through the conversation, only offering help if absolutely necessary. Bring the class back together as the conversation concludes.

What went well here? What might they have done differently? What advice would you give Lia and Jaime?

Discussion Questions:

- What do you need to know about yourself before you have this kind of conversation?
- What are some overall tips for communication?
- What are some strategies for saying, "no" safely?
- What rights do you have in these situations?
- Whose responsibility is it to start a conversation like this?

Final Word: Remind participants (and keep reminding them) that . . .

They are capable of having these conversations with anyone they are dating. Honest communication is a bedrock of any healthy relationship, and if someone refuses to listen to you, you might think twice about spending time with them. We've talked about rights together before. Those rights belong to them regardless of their age or their relationship or marital status.

You always have the right to decide who you share your time and your body with.

Health Fair and Radio Campaign

Time: 75 minutes

Objective: Introduce the concept of the health fair and the radio campaign. Explain what the girls will be doing and why it matters.

Homework

Write down three important messages you would want to convey through the public radio campaign.

Week 6: Communication & Decision-Making

Communication styles, conflict resolution, confidence-building, and self-esteem

Overview of the Workshop

This workshop will address a range of topics that pertain to communication and decision making, including the importance of confidence and self-esteem for building these skills. The students will be involved in activities and discussion around the importance of communication in interpersonal relationships, making difficult decisions, and deciding their life goals and priorities. The workshop is supported by team oriented activities and affirmations to boost the students' confidence and self-esteem throughout these difficult and complex conversations.

Student Goals

Understand different conflict styles and gain tools for working through conflict in different settings (including interpersonal relationships). Practice decision making and think about life goals and priorities. Understand their goals and priorities in light of their interpersonal and sexual relationships; how goals can impact relationships and vice versa. Work on their communication skills to navigate through their goals, priorities, and relationships. Gain and assert their self-confidence and self esteem through team-building activities and affirmations.

Materials

- Board and board markers
- Paper
- Pens
- Skit handouts for activities 6.2 and 6.6
- “Eight Steps for Implementing a Difficult Decision” and “Sample Difficult Decisions” handouts for activity 6.7.

Instructor Tips

Each of the activities in this section can be modified and used at different points in the day, if the facilitator decides that is necessary. Some of these activities will require the facilitator to consider the age of the students and adjust the content, activity, or discussion questions as needed. Please keep in mind that all materials are suggested; feel free to improvise with whatever materials are available.

Review of Last Week (Week 5)

(~20 minutes)

Remind participants of last week's topic of sexuality and relationships, including respect and equality within relationships, and a right to violence-free relationships.

Make reference to last week's homework assignment (brainstorming for radio campaign) and ask some students if they're willing to share what they learned.

Allow some time for a few responses—spend 5-10 minutes—if no one is willing to start, share something that you've observed that relates to their previous homework topic, or share something that relates to the previous topic of sexuality and relationships.

Answer any questions from the **Question Box**.

Week 6 Introduction

This week's topics include: self-esteem, self-confidence, and communication styles, and how these affect our interpersonal and romantic relationships, and our overall life goals and priorities. It is important that we see the interconnectedness among self-esteem, self, confidence, and communication, and how they relate to our personal lives.

Warm-up Activity 6.1 — “Human Knot”

Time: 10 minutes

Materials Needed: No extra materials necessary, just willing participants!

Objectives: Students work together to untangle their human knot to form a connected circle without letting go of their hands. A fun, physical and visual way for students to see that we are all connected and practice various communication and problem solving skills.

Instructions:

1. Clear a space so there is enough room for groups of 10 to stand comfortably in a circle and divide the students into two groups of 10.
2. Instruct participants to stand shoulder-to-shoulder facing each other in the circle.
3. Explain that this game is about working together and seeing how we can communicate to untangle ourselves. Tell the students they will try to untangle themselves without letting go of their hands.
4. Direct participants to reach their hand across the circle and take someone else's hand; then reach the other hand across and hold hands with someone else.
5. Explain that you'd like them to untangle themselves without letting go of hands, into a circle, and it is okay if some group members are facing backwards when the circle is finished.

6. Have the group work on untangling for 10 minutes.
7. Remind students that by making small adjustments with their hands, arms, legs, feet, and whole bodies, as well as by maintaining a positive attitude (ex: “we can untangle ourselves”), they can make a big difference for their team.
8. If there is too much of a struggle, offer the group one unclasp and reclasp of hands. The group must discuss and decide which unclasp and reclasp would be most useful.
9. If a group untangles into a circle quickly, have them try the exercise again.
10. Congratulate a group when it untangles itself, though it is unnecessary to make this into a race or competition since the process of untangling is the focus of this exercise.

Ask the students what they learned about communication throughout the activity, if time.

Questions for Discussion

- What did you like/dislike about the activity?
- What did you think was most helpful to your success in untying the knot?
- How did your team communicate throughout the activity? Was it helpful?

Activity 6.2 – Ways to Communicate³⁷

Time: 30 minutes

Materials Needed: Paper, pens

Objectives: Participants learn about different forms of communication; students practice different forms of communication. Participants will begin to see the importance of communication in their lives.

Ask the students: What are some different ways that humans communicate?

See how many of the following words you can elicit; words, speaking, writing, listening, gestures, body language, facial expressions, etc.

Instructions:

³⁷ Adapted from Project ROOTS Toolkit, <https://rootstoolkit.org/>

1. Begin by playing the game “Telephone.” Have participants sit in a circle. Ask one participant to think of a phrase or sentence. Direct them to whisper it in the ear of the person sitting next to them. Each participant whispers what they think they heard to the participant next to them. The last participant says the phrase or sentence out loud. Ask the first participant if that was their phrase. Did anything change? Did the message get lost or changed in translation? Tell the students this is an example of verbal communication.
2. Now play the game “Charades.” Have participants get up one at a time (ask for just a few volunteers since there won’t be time to get through all 20 students) to act out a phrase or sentence without using any words or sounds while the others guess the phrase or sentence. Ask participants to explain what they did to communicate their message when they were unable to use words (ex: facial expressions, body language, gestures). Were others able to guess the phrase or sentence? Was the message delivered effectively? Tell the students this is an example of non-verbal communication.
 - a. Explain that we all communicate all day long, whether or not we are using words. Explain that others pick up messages from our facial expressions, body language, gestures, and general demeanor.
3. Have participants get in pairs. Direct them to communicate “hello” to their partner three different ways. If they need help, remind them that they can use verbal words, written text, their body or a gesture, or even do something creative.
4. Next have them communicate a feeling to their partner. Give examples of feelings: sad, angry, happy, excited, jealous, confused, or worried. The other partner will guess what feeling they are portraying. For example if their feeling was “sad” they could say or write “I feel sad”, make a facial expression, or show with their body how they feel.
5. Give examples from “telephone” and “charades” to demonstrate that what you want to communicate is not always what others understand. Explain this is how rumors and gossip spread: someone tells someone a secret and it gets passed on and it gets changed and distorted along the way, just as the message did in “telephone.”
6. Remind participants that being clear and concise in their verbal and non-verbal communication is an important life skill that needs to be practiced.
7. Finish by using non-verbal communication to ask participants to take out their journals or that you’ll see them later or that you love them! Have participants guess your message.

*** If time: Have participants tell a story about themselves without using words. Or using only words!

Questions for Discussion

1. Which way of communicating did you find the more difficult? With words and no gestures, or only gestures and no words? Why?
2. What kinds of things did you learn about communication from this activity?

Communication

(~5 minutes)

Communication is what we do to give and get understanding; it is the process of sending and receiving messages. Successful communication occurs when there is understanding. Communication can be verbal, using oral language to convey a message, or nonverbal, including facial expressions, body language, text or written language. Sometimes a message's original meaning gets lost in the translation between thought and the act of communicating it. Knowing how to express yourself so that you are understood, and being able to understand what other people are trying to say, are important and empowering skills. These skills can help you develop relationships that are based on mutual understanding and satisfaction. Learning how to communicate effectively helps us maintain healthy relationships, resolve conflicts respectfully and peacefully, excel in school, and eventually get and keep jobs.

Some people find that their status in a community influences their ability to express their needs, desires, and feelings to another person. It may also affect their ability to put their decisions into action. Everyone can learn to communicate more effectively.³⁸

Communication Styles

(~10 minutes)

Some people tend to communicate in a way that is direct and firm. Others tend to communicate in ways that are indirect. Direct and firm communication may be verbal or nonverbal, but generally sends a clear message. For example: A person who communicates assertively expresses his or her feelings or thoughts in a straightforward way. A person may use "I statements" that express his or her feelings and thoughts (for example, "I feel bad when you speak that way to me" or "I'm glad that you came with me to the health clinic"). A person may make eye contact or use other nonverbal messages to communicate directly.

³⁸ Adapted from *It's All One Curriculum* (Population Council, 2011). pp. 140, and the Project ROOTS Toolkit.

Indirect communication may also be verbal or nonverbal, but often sends a less specific or less defined message. For example: A person may avoid specific expressions of their own opinion or feelings (for example, “I heard that you can become pregnant the first time,” rather than “I won’t have sex if you don’t use a condom”). A person may avoid finishing a sentence or making eye contact.

Sometimes knowing the best way to express oneself – directly or indirectly – is difficult. A person who communicates indirectly may be following cultural norms about politeness, social status, or expectations about gender roles. Understanding how to assert oneself effectively in one’s own culture is important. Indirect communication may not always be clear to the listener or receiver. Sometimes people are in situations in which they do not feel that they are being heard. They may need to practice expressing themselves more clearly, directly, and repeatedly than they are used to doing. Communicating directly and firmly is not the same as being aggressive. A person can communicate clearly and directly while still respecting the feelings and thoughts of others. Communication styles play a big part in conflict resolution.³⁹

Conflict Resolution

(~5 minutes)

Conflict resolution means working out a problem or disagreement without fighting, running away or going against your feelings. Knowing how to handle conflicts in a positive way can help people stay safe from violence, feel good about themselves, learn to respect others, and build confidence and self-esteem. Good communication involves being a good listener, considering and respecting the other person’s point of view, working together to think of solutions, and learning to relax the body and calm the mind during high tension situations. Practicing these positive communication skills can help people make responsible choices during high-tension situations and avoid violence and further problems.⁴⁰

Activity 6.3 – Conflict Resolution⁴¹

Time: 45 minutes

Materials: Role playing scenario papers, large paper or board to write feelings and ideas.

Objectives: Learn ways to resolve conflicts peacefully through the use of scenarios and role playing. Examine choices and consequences involved in settling disagreements or tension. Provides an easy introduction to conflict resolution.

³⁹ Adapted from *It’s All One Curriculum* (2011). pp. 148.

⁴⁰ Adapted from the Project ROOTS Toolkit-<https://rootstoolkit.org/>

⁴¹ Adapted from Project ROOTS Toolkit-<https://rootstoolkit.org/>

Instructions:

1. Begin by asking the participants to raise their hands if they've ever been involved in a conflict (ex: a disagreement or a fight with someone). Brainstorm what might cause a conflict (ex: bullying, teasing, gossip, jealousy, prejudice, broken friendships, broken romances, possessions, different points of view, wanting a different outcome to a problem).
 2. Ask them to brainstorm some feelings that might go along with being in a conflict (ex: angry, jealous, lonely, scared, confused, disappointed, worried, sad). Write these feelings on the board or large paper as the students say them.
 3. Explain that when we are involved in a disagreement or any conflict, there are choices we can make; every choice we make has a consequence. Explain that learning about conflict resolution, or learning about how to work things out peacefully without fighting, running away, or going against your own beliefs, can keep you safe from violence, make you feel good about yourself, and help you learn to respect others and yourself.
 4. Explain the role playing activity. Demonstrate a scenario and the conflict resolution. Ask if there are any questions. (For every scenario, watch the set-up scene, have a volunteer come and help resolve the conflict, and then brainstorm ideas together about what choices can be made and what the consequences are of those choices).
 5. Ask for volunteers to be the actors.
 6. Read the scenario (but do not read out the options) and then have participants act out the scenario (see sample scenarios below, or come up with your own), coming up with their own way of handling the conflict. Have someone come in to help resolve the conflict. Step in as needed to give suggestions.
 7. After each scenario, have the group identify the problem, the feelings that may be involved, and then have the group come up with a list of choices and their corresponding consequences. Ask: What choices can be made to escalate this incident or make it worse? What choices can be made to resolve this conflict peacefully or make it better? What choices could have been made to avoid this incident altogether? (Only give the choices listed in each scenario if students struggle in coming up with their own similar choices).
- *** If time: have the students classify each choice as an aggressive (direct but not being conscious of others' feelings), passive (indirect), or assertive (direct, but also conscious of the other person's feelings) form of communication.

8. Finish by asking the participants if they have an example of a positive conflict resolution situation they were part of and would like to share.

Scenarios with Scripts:

Scenario #1: “I was sitting here first” (problem: stealing)—Sandra was sitting in a chair. She got up to use the bathroom. When she came back, Claudia was sitting in that seat. Sandra wants her seat back and Claudia doesn’t want to give the seat up. (Choices: hit each other and get into a fight and someone gets hurt, they both get in trouble, no one gets the chair. OR Discuss and explain calmly, both people compromise, get another chair, everyone has a chair, no one gets hurt OR Ask a teacher for help, the teacher assists them discussing and explaining calmly, everyone gets a chair, no one gets hurt.)

Scenario #2: “That’s mine” (problem: stealing)—Felicidad and Gabriela are sitting next to each other eating a snack. When Felicidad turns to talk to another friend, Gabriela grabs Felicidad’s snack and hides it in her lap. Felicidad turns back and notices her snack is gone and suspects that Gabriela stole it. (Choices: call names, yell to give back the snack, threaten to slap her if she doesn’t give it back, grab the snack back out of her lap, someone gets hurt, both get in trouble, they stay mad at each other OR discuss and explain calmly OR get a teacher, Gabriela gives the snack back and apologizes, Felicidad accepts the apology, they both get to eat the snack, no one gets hurt or in trouble, they stay friends).

Scenario #3: “I heard you said you didn’t like me” (problem: gossiping, teasing, bullying) —Monica overhears a group of girls making fun of the outfit she is wearing today. She notices that Paola, a girl who has teased her about her clothes before, is part of that group. Monica feels like crying. (Choices: go yell at the group, punch Paola, run away and hope it doesn’t happen again, someone gets hurt, everyone gets in trouble, Paola continues to tease Monica, Monica continues to feel sad OR Monica walks up to the group and tells them how their comments make her feel, Paola and the group apologize, Paola and the group continue to tease Monica OR Monica gets a teacher to help her confront the group).

Scenario #4: “I thought we were friends” (problem: ditching, silent treatment, leaving out) Aracely and Rosario are good friends. They visit each others’ homes and hang out together every day. Over the summer Aracely’s cousin Ana from the city moved into Aracely’s family’s home. Since the school year started, Aracely and her cousin have been hanging out together every day and Rosario has not been invited to hang out with them or to visit Aracely’s home. One day at school Rosario walks over to Aracely and Ana to say hi and the two girls run away from her. The next day at school Rosario walks over to try to say hi again and hang out with her best friend. This time instead of running away

Aracely and Ana look at each other, cross their arms, and refuse to speak with Rosario.
(Choices? Consequences?)

Questions for Discussion:

1. How do you most often communicate in a conflict situation?
2. From the previous scenarios, what kinds of responses might be harmful in a conflict situation? What is usually the best strategy?

Tools for Effective Communication

(~5-7 minutes)

Clear communication occurs when the message the sender intends to convey is the same as the message that the receiver understands. We now know that people communicate both verbally and nonverbally. It is important to check that your message was understood correctly, especially if it involves a difficult or emotional topic. In every situation, one of the most important behaviors for good communication is listening well and with respect. However, cultural norms influence what kind of communication is considered appropriate.

Active and nonjudgmental listening can enhance communication. When you are listening it is helpful to: try to understand the other person(s); say things that validate the other person, such as “I can understand how you feel,” or “Good point”; make eye contact; give positive nonverbal cues, such as a smile, or nod; and ask for clarification. Specific behaviors can enhance communication when you speak. Common constructive behaviors include: stating one’s feelings and starting sentences with “I” rather than with “You”; acknowledging that all people have a right to their feelings and opinions; avoiding being too directive, judgmental, or controlling; stating as clearly as you can what you want or what you do not want; and helping identify possible solutions to problems. Many behaviors can impair communication. For example when you are trying to communicate, how does it feel to: Be interrupted or not be heard? Be criticized, called a name, or labeled? Be judged or made to feel guilty? Sense that the other person is trying to control the conversation? Receive negative nonverbal messages, such as being frowned at?⁴²

Activity 6.4 – Five steps for communicating about a conflict⁴³

Time: 45–60 minutes, depending on the students’ ease with the concepts

Materials: Board and chalk/board markers

⁴² Adapted from *It’s All One Curriculum* (Population Council, 2011). pp. 146–147.

⁴³ Adapted from *It’s All One* (2011). pp. 115–117.

Objectives: Developing skills in communicating about a conflict in an intimate relationship; to strengthen analytic and dialogue skills. (Note: This activity is for development of more advanced communication skills.)

Instructor Tips: Familiarize yourself with the five steps for resolving conflict by thinking through how you would apply them to a situation in your own life. You may want to change the conflict example to a different situation that is more appropriate for your group. If so, be sure to pick a simple example, and think through how to present each step with that example. Using these steps may feel awkward at first for students, but using simple examples and practicing will make it easier. (Even younger children can be guided through these steps, but if you find the activity too extensive, adapt it to focus on Steps 2 and 4 only.)

Instructions:

1 Explain:

- Today we will learn and practice techniques for communicating about a conflict. We will go through one situation together. Afterward, we will form pairs and everyone will practice.
- Here is an imaginary situation we will practice all together: Selena thinks that Roberta has been making fun of her to some other friends. Selena is very upset. She is going to confront Roberta.

2 On the board, write the first prompt (“WHEN YOU ____.”) and discuss:

- Think about what specific behavior is upsetting Selena. Rather than making a general accusation like “You are a bad friend . . .,” speak about the specific behavior that was upsetting in this case. [Probe for: “When you made fun of me . . .” or “When I heard that you made fun of me . . .” On the board, fill in the rest of the prompt with the behavior, using the words provided by the group.]
- “Why is it important to communicate to the person specifically about the behavior that is upsetting?”
- Recognize if you are not sure that your perception of the behavior is accurate. For example, you can say, “Perhaps I am mistaken, but I heard you were making fun of me to other people.” Why might it be important to allow for the possibility of adjusting your understanding of what happened?

3 Write the second prompt: “I IMAGINE THAT ____” and discuss:

- Many people skip this step, but it is extremely important. It requires that we reflect upon our own responses and reactions.

- What might (Selena) imagine or start thinking? “When you make fun of me to other people, I imagine (start to think) . . . ” that you don’t care about my feelings. Or: that you might have told other people about me in the past. Or: that you must not feel that good about yourself. Or: that everyone is laughing at me. Other responses? [Acknowledge that various responses might be appropriate, and fill in one of the students’ examples to complete the second prompt.]
- How is saying “I imagine (or worry that) you don’t care about my feelings” different from saying “You don’t care about my feelings”?

4 Have a student read the first two prompts, including the filled-in words. Then write the third prompt: “AND THAT MAKES ME FEEL _____.”

Discuss as follows:

- Pay attention to exactly what emotion Selena might be experiencing. This is not what she thinks; it is how she feels.
- What are some of the feelings you might have if you think your friend has been making fun of you with others? [Probe for: hurt, betrayed, angry, embarrassed, lonely, humiliated.] [Complete the third prompt by writing on the board two or three of the words suggested that describe feelings.]

5 Ask a student to read the full communication that you have written so far on the board. Write the fourth prompt: “AND IT MAKES ME WANT TO _____.” Discuss as follows:

- What are some of the things that Selena might want to do: [Probe for any feasible replies, such as “It makes me want to: tell people mean things about you; yell; stop being your friend; or stay home and not face anyone again.”] [Complete the fourth prompt in writing with one or two of the responses offered. Remind students that what we might want to do at a given moment is often not the same thing that we are planning to do.]

6 Ask a student to read the full communication on the board, then write the final prompt: “BUT I STILL _____.” Discuss as follows:

- In some situations, a person might feel so violated that he or she wishes never to communicate again with the other person. But often, the speaker still wants to maintain the relationship with the other person. How might the “listener” feel after hearing all of this?

- How can Selena offer a simple and straightforward reassurance of how she feels overall? [Probe for such responses as: “I still . . . care about you”; or want to be friends.”] [On the board, write in an appropriate response to the final prompt.]

7 Read the full communication. Ask for any comments.

8 Ask students to form pairs, then explain:

- Now you will have an opportunity to practice these steps on your own. Think of a conflict that you feel you did not handle comfortably. [If no one can think of a situation to use, you can suggest one of the following:
 - Your father gets very sick and your best friend doesn’t express much sympathy.
 - Your cousin told your friends the truth about your father, that he is in prison.
 - Your friend never shares her textbook with you, although you lost yours and can’t afford to replace it.
 - Your friend is always late when you are supposed to do something together.
 - Your boyfriend was talking most of the time to another girl at a party.
 - Your boyfriend said that if you really loved him, you would have sex.
 - Your friends are pressuring you to “lose your virginity.”
 - Your boyfriend becomes annoyed when you want to use condoms.]
- The person who goes first tells his/her partner which conflict they will be addressing.
- Use the five prompts to address the conflict. Take about five minutes to go through all of the steps, one at a time. Don’t worry if it feels awkward at first. See how it feels at the end.
- When you are the listener, help your partner remember what we discussed concerning each step.

9 Review again the five steps to be sure that students can refer to them easily:

When you _____ (specific behavior)
 I imagine (or start to think) that _____
 And that makes me feel _____ (an emotion word)
 And it makes me want to _____
 But I still _____ you.
 Keep time so that each partner has five minutes.

Ask participants the following and discuss:

- Were you able to express yourself differently this time compared with the time when you first faced such a conflict?
- Do these words help you to express your real feelings?
- How does it feel to identify and state your feelings?

Remember that you have a right to be treated with respect. When you feel that you are not being treated respectfully, you should speak up for yourself. If you don't, who will?

Questions for Discussion:

1. Do you think that this way of addressing conflict might be beneficial to you? Why/why not? In what situations can you see yourself using this approach?
2. What might influence your use of this approach? (not having enough time to thoroughly assess the situation; for example when responding to someone in the heat of an argument, cultural communication styles, responding to someone where you feel there is a power imbalance; person is older, of the opposite gender, has more money, might not take you seriously).

Activity 6.5 – What You See in Me⁴⁴

Time: 45 minutes

Materials: Board and chalk/ board markers; one blank sheet of paper per student (if possible, use paper that is colored, poster-weight, large, or otherwise special).

Objectives: To enable students to describe how cultural pressures related to appearance affect their self-esteem; to increase their awareness of their own positive qualities (both related and unrelated to their appearance); to enhance their sensitivity toward their peers.

Instructor tips: It is crucial to watch your time flow, including during Step 3, so that each student has a turn to be praised before the session ends.

Instructions:

1. Open discussion, using the following guiding questions:
 - Many factors influence how we feel about our bodies. Is our body strong and healthy? Do the larger society and the media depict all kinds of body types as attractive? How do you feel when you have to get used to a lot of changes in your

⁴⁴ Adapted from *It's All One* (2011). pp. 127-128.

body over a fairly short time? Is too much emphasis placed on appearance and not enough on our other qualities? We will explore some of these questions today.

- Do most children worry a lot about their looks? [You may want to ask students to express their answers as a number between 1 and 10, where 1 = they don't worry at all, and 10 = they worry about it a lot/most of the time].
- What happens during adolescence? Do most adolescents feel carefree and comfortable about their appearance, or do they worry about how they look? [Again, answers may be expressed in a 1–10 range].
- What kinds of messages and images do adolescents receive from movies and advertisements about how they should look and what their bodies should be like? Is this pressure more intense for girls or boys? [Remind participants of the collages they made in Week 2 of Gender Stereotypes in Advertising].
- Are adolescents often judged by their appearance? Do most people want to be judged on this basis? What other positive qualities do people want to have others appreciate? [Probe for: intelligent, honest, good sense of humor, hardworking, courageous, kind, artistic, musical, athletic, generous, fair, good listener, loyal, and other such qualities of character. Generate at least eight to ten qualities and write them on the board. Point out that girls as well as boys want to be appreciated for these qualities].

2. Ask participants to take out pen and paper. Tell them:

- Think of something about your own appearance or body that you feel good about. It could be your smile, your eyes, the way you walk, your muscles, your hair, or your height. It could be your body shape, your nose, the way you dance or move, the shape of your face, your arms or legs, your hands, your skin, your dimples, or your lips. Or it could be something else.
- Just for yourself — you will not be asked to share this — write it down. Write a sentence describing that characteristic, such as “I love my smile.” Or “My eyes are deep like the ocean.” [This is an optional addition].
- You have ten minutes. When you finish, put your writing away in a private place.

3. After students put away their writing, divide them into groups of five. Pass out five blank sheets of paper and one marker to each group. Explain:

- Remember that we all want to be appreciated for qualities beyond our

appearance.

- Starting with one person in your group, someone will write the person's name at the top of a blank sheet. Then one at a time, each of you in the group will take a turn to tell that person something that you admire about him or her that is not related to the person's physical appearance. It could be any of the qualities that you mentioned earlier [refer to the board] or another positive trait. It may be something immediately obvious to you, or you may want to consider something about the person that you might not have paid much attention to before today.
- When you name this quality, write it on the sheet with the person's name.
- After you write down your word, pass the sheet to another person in your group. Continue until the sheet has gone around the circle.
- Then repeat this process for each of the remaining group members. Be sure to offer your praise both verbally and in writing. Take just a couple of minutes to go around the circle for each person. I will help you keep time so that everyone has a turn. [Be sure to divide the remaining time into five equal segments. Circulate to keep the groups progressing in a timely – and respectful – fashion.]
- Before we start, what are some rules that we should all observe in carrying out this activity? Let's think about our contract for a moment. Elicit some agreements from the contract. [Probe for: be respectful; also; think of new comments rather than repeating what others have said; do not skip your turn. Remember that everyone has good qualities. Treat others the way you would like to be treated.]
- When you are done, you may keep your "page of praise." You earned it!

Questions for Discussion:

1. How did you feel when writing something that you loved about your body?
2. How did you feel when writing about other people's qualities? How do you think your praise might make them feel?
3. Why is it important for people who are a part of any group, to say nice things to each other and be positive about each other's strengths? (Might this help us all work better together? Does it build confidence? How? Might it lead to bigger changes in communities, cities, the world?)

Talking to Your Partner About Sex and Sexual Health

(~5 minutes)

Communication is an important part of a sexual relationship. Communication with a sex partner is important for ensuring that both people are consenting to engage in sexual

activity. Effective communication can help people protect their own and their partners' well-being. This protection includes: guarding against sexually transmitted infections, including HIV; protecting against unwanted pregnancy; and reducing the likelihood of a conflict that could lead to violence. Communication can also increase mutual trust and pleasure.

Communication is important for clarifying expectations and limits. Such expectations and limits may relate to: feelings; the exchange of money or material goods; or other factors. Gender norms often affect the way people communicate — or do not communicate — about sex. Everyone can learn to communicate comfortably and effectively about sexuality. Practicing helps!⁴⁵

Activity 6.6 — Talking about sex and sexual health⁴⁶

Time: 30 minutes

Materials Needed: Board and chalk/ board markers; skit assignments.

Objectives: To strengthen verbal and nonverbal skills necessary to communicate about sexual decisions and health issues; to strengthen analytic and dialogue skills.

Instructor Tips: Review the skit assignments and modify as needed to be appropriate in your setting. Write each skit assignment on a separate piece of paper to pass out during the session. Think about how you can heighten the drama in the skits by interrupting after the first version, for example by clapping your hands, then saying “Try that again!”

Instructions:

1. Introduce the activity by asking:
 - Young people may talk about sex to their friends and the media refer to sex. But is it easy or difficult for most young people to talk about sex with their own boyfriend or girlfriend?
 - Is it easy or difficult to respond to a person who is making sexual advances?
 - What are some of the reasons that it is important to be able to communicate with the person involved about sexual behavior and sexual health issues? [Probe for: to make clear whether or not you want to have sexual contact; what kind of contact you are comfortable with, and what the other person feels comfortable with; to

⁴⁵ Adapted from *It's All One Curriculum* (Population Council, 2011). pp. 150.

⁴⁶ Adapted from *It's All One* (2011). pp. 118-121.

protect against STIs (including HIV); to clarify intentions related to pregnancy; and to protect against unwanted pregnancy.]

- We will break into pairs. You will do one-minute skits to practice how to handle these issues in different kinds of situations, using assertive communication.
2. Divide the group into pairs and pass out the skit assignments.
 3. Ask each pair to perform its one-minute skit. With each pair, as soon as Person A first “gives in,” say “STOP! TRY THAT AGAIN!” This is the cue for the actors to perform the second (assertive) version of their skit.
 4. At the end of the four skits, encourage discussion.

Ask participants:

- Which version (passive or assertive) do you think is most common?
- What did you see that was helpful?
- What other suggestions do you have for handling this conversation?
- Where do we hope this conversation might lead?

Ask the following question and discuss:

- We have seen that speaking up for yourself in a sexual situation can be more difficult if the other person has greater status or power than you do. Remember that you always have the right to consent or refuse consent in a sexual situation. How can we prepare or rehearse starting a difficult conversation related to sexuality? [Probe for: rehearse in front of a mirror; write down what you want to say beforehand].

Skit Assignments

Facilitator Note: You may use these skit scenarios or create your own. (You will need to reuse some of these scenarios, as there will be 10 pairs - or you can create your own extra scenarios. Additionally, you may ask some of the pairs to create their own scenario - perhaps after they watch one or two or after you give an example).

Pair 1 – (Male/female pair):

Show a one-minute conversation about preventing a sexually transmitted infection. Person A brings up the issue. Person B, who is older, is being uncooperative. You may decide which character is male and which is female. You will perform the scene two times. The first time, show Person A giving in and agreeing not to use a condom. After the

teacher interrupts, stop the skit and perform it a second time, showing how Person A can persist with the conversation.

Pair 2 – (Male/female pair):

Person A starts a conversation about preventing pregnancy. Person B wants to have a baby and is resisting the idea of contraception. You may decide which character is male and which is female. You will perform the scene two times. The first time, show Person A giving in and agreeing not to practice contraception. After the teacher interrupts, stop the skit and perform it a second time, showing how Person A can persist with the conversation.

Pair 3 – (Male/female pair):

Person A and Person B are classmates; you may decide which character is male and which is female. Person A repeatedly puts an arm around Person B as they walk into school together. Person B does not like this. You will perform the scene two times. The first time, Person B is unhappy but does not respond. After the teacher interrupts, repeat the scene, showing how Person B can respond assertively.

Pair 4 – (Male/female pair):

Person A (an adult male leader at the community center) is putting his arm around a girl (Person B) as she walks into the community center. You will perform the scene two times. The first time, Person B is unhappy but does not respond. After the teacher interrupts, repeat the scene, showing how Person B can respond assertively.

Questions for Discussion:

1. Do you think it is more difficult for you to be assertive around family members, friends, or a potential romantic partner? Give some reasons for your answer.
2. How did the first (non-assertive) response in each skit make you feel? What about the second (assertive) response?

Making Decisions

(~5 minutes)

An important part of growing up is learning to bring good judgment to decision-making. Certain steps generally help people to make decisions with which they are more satisfied. These steps include:

Step 1: Consider all of the options.

- For many decisions there are options we have not thought of.
- Other people may be able to help identify more options.

Step 2: Identify the benefits and disadvantages of each option carefully.

- Include every option's potential harm to oneself or another.
- Write down a list of the potential consequences of each option.

Step 3: Where appropriate, seek information or advice from people you trust.

Step 4: Make a tentative decision.

- Consider whether your decision is one that will be easy or hard to change later.

Step 5: Reconsider the decision if necessary.

Try to take as much time as you need to go through all the steps of decision making. We often feel happier with decisions that we have made thoughtfully.⁴⁷

Acting on Decisions

(~10 minutes)

After a decision is made, make a plan for carrying out the decision. Clarify all the steps necessary for acting on the decision. These steps include:

Step 1: Consider what will make the decision easier to carry out.

For example:

- Talking to your parents when they are not under pressure;
- Finding out about peers who have made and carried out similar decisions (for example, girls who took a stand to continue their schooling, a friend who asked someone out on a date, or people who decided to get an HIV test); and
- Finding ways to gather the money or other resources necessary for carrying out the decision.

Step 2: Think about likely barriers to carrying out a decision. This step is important, because some decisions are very difficult to put into action.

Examples of potential barriers include:

⁴⁷ Adapted from *It's All One Curriculum* (Population Council, 2011). pp. 151.

- Not having enough money (for example, for bus fare to a clinic or for school books);
- Not having access to services (for example, hard-to-reach schools and clinics);
- legal limits (such as laws restricting abortion or contraceptive products and services for unmarried adolescents);
- Fears about social consequences (for example, of coming out as homosexual, opposing genital mutilation, resisting early marriage, being seen at a family planning clinic, or working at a job that is usually performed by the other sex); and
- Worries about personal costs (for example, being rejected by a partner for refusing to have sex or for insisting on condom use, or facing a possible life-changing diagnosis).

Step 3: Rehearse your decision safely or privately. For example:

- write down or practice telling a trusted adult about sexual abuse;
- practice using a (male or female) condom;
- practice with a friend (if you have a friend whose judgment you trust and who you know will respect your privacy); and
- consider whether and how to communicate your decision respectfully to anyone else whom it will affect.

Step 4: Discuss the decision and plan with a supportive person.

For example, you could:

- Talk with a counselor about ending a pregnancy;
- Talk with a person who has already obtained an HIV test.

Step 5: Figure out how to carry out your decision in the safest way.

For example, you could:

- Bring someone with you to confront a violent partner; or
- Find an ally in the community leadership before starting a campaign for sex education.

Step 6: Where appropriate, seek information or advice from people you trust.

Step 7: If barriers arise in carrying out a decision, develop a different plan of action or rethink the decision.

Step 8: Be aware that even when people do not encounter a barrier, they have the right to re-evaluate decisions and change their minds.⁴⁸

⁴⁸ Adapted from *It's All One Curriculum* (2011). pp. 152-153.

Activity 6.7 – Making Difficult Decisions ⁴⁹

Time: 30 minutes

Materials Needed: Board and chalk/ board markers; both handouts; paper

Objectives: Teach students basic steps for implementing a decision. To strengthen students' ability to implement difficult decisions comfortably and thoughtfully; to strengthen analytic and dialogue skills.

Facilitator Note: Read through “Sample Difficult Decisions” handout and select those you want to use, or develop others appropriate to your setting.

Instructions:

1. To introduce the topic, ask:
 - Think about a time when you made a decision but had trouble carrying it out. [Give examples, such as deciding: to finish your homework as soon as you get home; to use condoms; to end an unhappy relationship; to ask someone on a date; to talk to a parent about a sensitive matter; to tell a friend when your feelings were hurt; or to get an HIV test.]
 - Write down what the decision was. Then think about all the factors that made it difficult for you to implement this decision. Write them down.
 - What are some things that can get in the way of implementing a decision?
2. Distribute the “Eight Steps . . .” handout and tell the group (use an alternative to the example below if that would be more appropriate):
 - Now let's take an imaginary decision.
 - Imagine you have decided to tell your friend that you know she has spread a rumor about you and you would like her to stop
3. Using this (OR OTHER) example, help students go through the eight steps in the handout (Can use the board to write down the steps and student ideas):

STEP ONE: What might make it easier to carry out your decision? [Probe for: being able to speak to your friend alone, thinking through what exactly you will tell your friend,

⁴⁹ Adapted from *It's All One* (2011). pp. 122-125.

thinking through ways your friend may react, speak to another friend or relative to get advice and receive support.]

STEP TWO: What are the most likely barriers you will face in carrying out this decision? [Probe for: you may not be able to speak to your friend alone, her other friends may say mean things to you, she may not understand why you are offended, she may claim it was a joke.]

STEP THREE: How might you rehearse your decision privately and safely? [Probe for: practice approaching your friend, think through different possible scenarios of how your friend could react, think of the best way to express your feelings to your friend while also being respectful of her feelings.]

STEP FOUR: Discuss the decision and plan with a supportive person. Who might this be? [Probe for: a friend, teacher, relative, parent, older sibling, someone who may have had a similar experience.]

STEP FIVE: Think about how to carry out your decision in the safest way. What possible risks might arise in this example? [Probe for: raising the issue could lead to a serious conflict with your friend; you may not be able to express your feelings in a way that your friend will understand, your raising the issue could lead to misunderstandings between you and others in your friend group.]

STEP SIX: Implement your decision according to your plan. What would you actually do? [Probe for: talk with a supportive friend or family member, write down exactly what you will say, practice saying what you would like to tell your friend, think through possible reactions your friend may have and your responses to those reactions.]

STEP SEVEN: If barriers arise in carrying out this decision, develop a different plan of action or rethink your decision. For example: If your friend is ill or worried about a family issue on the day you plan to confront her, it is a good idea to confront her on a different day. If she doesn't apologize, think of another way you can express your feelings or if it may be better for you to decide to not be friends.]

STEP EIGHT: Be aware that even if you do not encounter a barrier, you have the right to re-evaluate decisions and change your mind. What factors might influence you to reconsider your decision to confront your friend about the rumor? [Probe for: finding out that your friend is going through a difficult family issue and it is showing through her behavior, deciding that it may be better to get an adult to speak with her.]

4. Have the students pick one of these difficult decisions from the "Difficult Decisions" section in their workbook and practice using the eight steps in thinking

through their decision at home.

Questions for Discussion:

1. How do you make decisions? Do you think about certain things before making a decision? What kinds of things do you consider?
2. Do you think this activity has made you think differently about your decision-making process? How?

Harassment

As we have already discussed, women often experience violence and may not given be their rights or be taken seriously if they are victims of a crime. Women are also often harassed when they are out in public. Harassment is intentionally targeting someone else with behavior that is meant to alarm, annoy, torment or terrorize them; often it happens to people who may be in the minority or those who do not have much social power in a particular place. Harassment can target someone because of their race, sex, religion, color, gender, size, orientation, disability, age, or origin. When someone is being harassed by someone else in a public place, it can be difficult for other people to stop the harasser. It is a horrible situation for the person being harassed, when they see they are surrounded by bystanders who see what is happening, but are doing nothing to help. It doesn't have to be that way though.

As bystanders, we need to be especially vigilant and aware of what harassment looks like in order to be able to stand up and intervene at a time when people need it most. You can make a choice to actively and visibly take a stand against harassment. The Five D's (in the activity below) are different methods you can use to support someone who is being harassed, emphasize that **harassment is not okay**, and demonstrate to people in your life that they too have the power to make the community safer.⁵⁰

Activity 6.8 – Hollaback Bystander Training

Time: 45 min - 1 hour

Materials Needed: Board and Chalk/Board markers, paper, pens, colored pencils or markers or anything to draw or color with

Objective: Students learn techniques to respond to harassment they may witness in public spaces.

Instructions:

⁵⁰ Adapted from <https://www.ihollaback.org/>.

1. **Ask the students:** How do you think you would feel if you were being harassed by someone in public, and there were other people watching who didn't come help you?
2. **Tell the students:**
There are five styles of effective intervention that bystanders to harassment can use, and we remember them by using the "5 Ds." The point is not to Dialogue or Disrespect, it is to De-Escalate. You will not change the mind of a person doing the harassment, so the priority is to keep those being harassed safe and model bravery to other bystanders who may follow your example next time.
3. *The following are the 5 Ds - (may give handout, but can go through them with the students and write on board.)* Go through the 5 Ds with the students. Under each D, elicit what the students think can be done and write answers on board.
 - **Direct** – directly engage with the harasser. (Write "Direct" on board, explain the word as used in this situation – "directly talk to the person"– and ask the students what they think they can say in this situation? Say the following examples after the girls have had a chance to tell their ideas.) For example, call them out "excuse me, that is bad and uncool." Or "hey, leave that person alone."
 - Do: be direct, and brief (this is not a conversation, it is a shut-down!)
 - Do: remember that your own identity matters (i.e. it is easier and also carries more weight when men intervene in a sexist/misogynist situation.)
 - Do not: jeopardize anybody's safety by trying to be clever or heroic. This isn't about you. If you start to counterattack that is not De-escalation.
 - **Distract** – (Write "Distract" on board, give explanation of the word, and ask the girls what distractions they can think of) create some kind of distraction to interrupt the situation, such as spilling a drink, asking the harasser "do you know where I can find the nearest bathroom? I am going to be sick!" Or another really good method is to engage engage the person being harassed in a random conversation (you can pretend you know them) and ignore the harasser.
 - **Delegate** – this means to gather other help from the people around you. (Write "Delegate, and it's explanation, and ask the girls who they can ask to help them, depending on where they are at when they witness harassment; then say following examples) If you're at school, it can mean going to a teacher. If you're on public transit, going to the operator. If you are a woman witnessing sexual harassment, it is sometimes necessary to find a man to help. You can also rally a whole group to help, if you are somewhere crowded (i.e. be the person that starts the collective outrage).
Sometimes it is the right move to call the police though always remember that NOT EVERYONE FINDS THE POLICE TO BE A SOURCE OF SAFETY.
 - **Delay** – approaching the person once the moment has passed. (Write "Delay" on the board and what it means.) It still counts.

- **Document** – WITNESS. (Write “document” on the board and what it means. Ask the girls how they think they can document a situation; also ask if they think this would be helpful in their community. Then say the following.) If you are able to record what is happening with photo or video, that will be good documentation to prove what happened in order to get justice for the victim or help prevent that person from harassing others.

4. Divide the students in 5 groups, give each group a piece of blank paper that has one of the Ds written on top. Each group will have a paper with a different D word that they just learned about. Explain to the groups that they will have to decide amongst themselves what they want to draw, in order to express what their word means. (Give the students 10–15 min). After the given time, have each group explain their drawing and why they choose to draw what they did.

Questions for Discussion:

1. Why do you think it might be difficult for people to help someone who is being harassed? What might they be afraid of?
2. Which one of these five Ds may be the most difficult for you to use? Why?

Closing Activity 6.9 – Rose, Bud, Thorn

Time: 10 minutes

Materials Needed: None

Objective: To reflect on the day

Instructions: Break participants into groups of 3 or 4. In their small groups, instruct the participants to each say something they enjoyed about the day (their rose), something they didn’t really like about the day (their thorn), and something they are looking forward to in the coming week (their bud). After everyone has had a chance to share in their small group. Come back together as a large group and ask if anyone would like to share their rose, bud, and thorn with the class. Thank the volunteers for sharing.

Alternate or Additional Closing Activity

Time: 10 minutes

Materials Needed: Small slips of paper, pens

Objective: Students will learn to be more comfortable in sharing about themselves in a trusted group setting; including information about their hopes, goals, and values.

This is an idea for a different/an additional activity. It might be appropriate to introduce in the third week of the program, once the students are familiar with the ritual of rose, bud, thorn, as a closing activity, and are comfortable enough with each other to share more about themselves. Give each student a piece of paper on which they will write a statement or two about themselves that they think no one else in the room will know. This statement should either be something they like or dislike, something that they find interesting, or a hope they may have for their future. Remind them that this is a safe space, and we all have the right to have our opinions respected here.

Pass around the pieces of paper and give the girls 2-3 minutes to write down their statement(s).

Collect the statements and put in a bowl; mix the statements in the bowl.
Read the statements to the girls one by one.

Thank everyone for sharing more about themselves.

Homework

(~10 minutes)

Data collection: see how the girls' thoughts about their futures changed from the first session.

The homework this week revisits the students answers to the “River of Life” activity that they did during the first session. Ask the students to consider how they answered the questions from 6 weeks ago. First encourage the students to recall the questions together. Try to elicit a few, if not all, of the questions from the “River of Life” activity.

- Where have I been?
- Where am I now?
- Where do I want to go?
- What are some difficulties I've had so far?
- What are the goals of my life?

For this week, ask that the students answer these questions again. Encourage them to not just put their same answers from 6 weeks ago, unless they still feel the same way about the question. If their answers to some of the questions have changed, ask them why do they think that is? If some of their answers have remained the same, why do they think that is? All of the ‘River of Life’ questions and the reflection questions are in the student workbooks on page.... Instruct the students to tear out the corresponding sheets from their workbooks to take home, in order to be able to complete the homework. Remind the students to not

forget to bring their completed homework pages to the next session.

Ask some participant volunteers read the prompt and questions aloud from their workbooks, and give time for any questions. Make sure everyone understands the assignments.

Thank the girls for their participation in this week's activities, and for sharing their thoughts and opinions. Thank them for contributing to a safe and respectful space.

Next Week's Topic

Next week will be all about preparations for the health fair and working on materials for the radio program. If the students have any more questions about what was discussed today or would like to talk some more about a certain topic, encourage them to come talk to you before they go home.



My Journal

The Right to Choose My Own Path

**Workshop at Tekoati
Summer 2019**

My name is:



DAILY SCHEDULE: SUMMER 2019

8:30 to 9:00 – Check-in and free time

9:00 to 9:15 – Review agenda for the day

9:15 to 10:45 – Activities Block #1

10:45 to 11:00 – Break

11:00 to 12:30 – Activities Block #2

12:30 to 1:30 – Lunch

1:30 to 3:00 – Activities Block #3 (Guest speaker)

3:00 to 3:15 – Break

3:15 to 4:45 – Activities Block #4

4:45 to 5:00 – Closing and clean-up

WEEKLY THEMES: SUMMER 2019

Week 1: Welcome to the Program!

Who am I? What are my personal values and goals? What rights do I have as a human? As a girl? As a young person?

Week 2: Gender & Gender Stereotypes

What can be done to confront gender stereotypes that are harmful?

Week 3: Sexual Rights & My Right to Be Free from Violence

Jealousy, appropriate/inappropriate behavior, human trafficking (of women and girls); What are the causes of violence?

Week 4: Biological Aspects of Sexuality, Adolescent Pregnancy, Sexually-Transmitted Infections and Contraceptive Methods

Menstruation, menstrual hygiene, contraceptive methods; Consequences of adolescent pregnancy

Week 5: Intimate & Interpersonal Relationships

Respect, violence-free relationships, sexuality, equality within relationships

Week 6: Communication & Decision-making Skills

Self-advocacy, steps to resolve conflicts, self-esteem, what are my life priorities?

Week 7: Taking Action for Sexual Health; the Right to Gender Equality

Prepare for next week's Health Fair in the plaza and work on materials for radio campaign

Week 8: Health Fair in the Plaza & Graduation!

Week 1: Welcome to the Program!

Activity — The River of My Life



Source: <https://emeraldwateranglers.com/south-america/tsimane-lodge-bolivia/>

What did you find challenging about this activity? What did you learn from this activity?

What are some steps you could take to reach your goals?

Why is important to think about our future? Was it difficult trying to map out your future?

Who am I? Where have I come from? Where do I want to go?

How might our past influence in our future?

Activity – Understanding Myself

How did it feel drawing my self-portrait?

What did I learn about myself while doing these activities?

Activity — Respecting Others & Goals of the Program

What were the group rules that we came up with today?

Please write down what you remember in the space below:

What does respecting others look like? What does respecting myself look like?

What are my goals for this summer's program?

What are my personal goals?

What are human rights?

Closing — Rose, Bud, Thorn

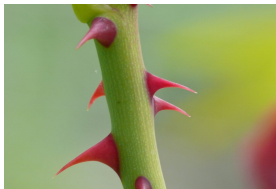
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My bud this week was:



My thorn this week was:



Tarea: Creative Writing Prompts

In your own words, write your answers to the following questions. You will have the opportunity to share your responses to these questions the next time we meet as a group.

What did I learn this week?

So what? Why is what I learned important?

What is something I am proud of myself for this week?

Free Space

Week 2: Gender & Gender Stereotypes

Review of Last Week

What was last week's theme?

What did you write in your journal that you learned last week?

Activity — Male & Female Word Associations

What were some of the words your group wrote down when thinking of the word “man”?

What about the words you associated with “woman”?

How did that exercise make you feel?

Activity – Gender Stereotypes in Advertising & the Media

Reflection Questions

- How do these ads tell us that women and men should behave?
- Do they reinforce stereotypes? Which ones?
- Do these images match your reality?
- How do these images impact young people? Have you ever felt bad about yourself because you compare yourself to a movie star? What other feelings can occur?
- Why do you think advertisers use these images?

Creative Writing Prompts

In your own words, write your answers to the following questions. You will have the opportunity to share your responses to these questions the next time we meet as a group.

What did I learn this week?

So what? Why is what I learned important?

My favorite part of the Career/Hobby Exploration was . . .

Something new I learned from this week's guest speaker was . . .

Closing — Rose, Bud, Thorn

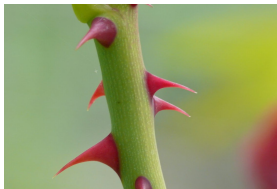
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Tarea: Mini-Investigation Project

Changing Gender Roles & Norms

Topic—(What was this like?)	In their time	For you now
Education		
Helping at home		
Playing with friends		
Dating		
Working		
What other changes?		

Free Space

Week 3: Sexual Rights & Rights of Women and Girls to a Violence-free Life

Review of Last Week

What was last week's theme?

What did you write in your journal that you learned last week?

Activity – Words of “Violence”

What were some of the words you and your classmates wrote down when thinking of the word “violence”?

How did that exercise make you feel?

Activity – Breaking the Myths About Violence

What did you learn about violence from this activity? (Where can it happen, in what forms?)

Did this activity change your understanding and perception of violence against women and girls?

Activity – Why Fairness Matters

Which quote did you pick during this activity? Why?

Why do you think that people do not always treat others fairly?

Activity – Understanding Signs of Violence, Power Dynamics, and Communication

How did you feel during this activity when you were the one giving instructions?

How did you feel when you were the one following the instructions?

What is the thing you'll remember most from this activity?

Activity – Taking Action against Gender-based Violence

What did you learn from doing this activity?

What do you think is important for people to know in order to work towards reducing violence against women and girls?

Who is responsible for reducing violence against women and girls?

Activity – Human Trafficking: Noticing the Signs

What are some signs of an “unsafe” situation that may point to a trafficking attempt?

What did you learn about your personal boundaries and why your personal boundaries should be respected by everyone?

Who can you go to for help if you or a friend feel unsafe?

Creative Writing Prompts

In your own words, write your answers to the following questions. You will have the opportunity to share your responses to these questions the next time we meet as a group.

What did I learn this week?

So what? Why is what I learned important?

Something new I learned from this week's guest speakers was . . .

Closing — Rose, Bud, Thorn

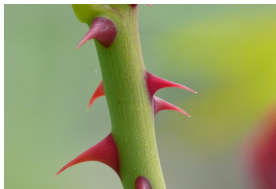
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Tarea: Interviews on Human Rights

Interview 1-2 adults on the term “human rights” and a human rights issue of which they are aware

Reflection question for yourself:

What did you learn today about the rights that you have as a young person and as a woman or girl in your community?

Questions for your interview(s):

What does the term “human rights” mean to you?

Can you give me one example of a human rights issue you have heard about?

Reflection on interview(s):

Issue(s):

What do you think can be done to address the human rights issue(s) your interviewees spoke about?

Free Space

Week 4: Biological Aspects of Sexuality & Human Reproduction

Review of Last Week

What was last week's theme?

What did you write in your journal that you learned last week?

What rights do I have as a young woman?

What resources exist for me if my rights are being violated?

Who do I trust that I can talk to if my rights are violated?

What is gender-based violence and violence against women?

What kind of forms can violence take?

What can I do if violence happens to me or someone I care about?

What kind of behavior is appropriate in a relationship? What is not appropriate?

What is one sign of human trafficking?

Activity — My Body at My Age

Why do you think it is important to know about our bodies and how they work?

Learning about your body can be exciting and empowering, and knowing about your body has many benefits for your sexual health and your well-being.

For example, learning and knowing about your body may allow you to:

- Be able to feel comfortable with your body;
- For girls, be able to anticipate and manage menstruation;
- Be able to figure out what feels good sexually;
- Be able to communicate feelings and thoughts about sex;
- Be able to prevent an unwanted pregnancy;
- Be able to recognize the symptoms of certain infections; and
- Be able to protect your right to dignity and respect.

People's bodies differ in appearance. **There is no “perfect” or “normal” body type or appearance**, despite cultural and media messages that might try to tell us otherwise. Learning to be comfortable with one's own body — having a positive body image — is an important element of self-esteem.

Human Reproduction & Pregnancy

Biologically, female fertility is the ability to become pregnant and carry a pregnancy to birth. Male fertility is the ability to provide healthy sperm capable of starting a healthy pregnancy. A woman's fertility varies over the course of her ovulatory-menstrual cycle. A man's fertility does not vary on a cyclical basis. Fertility declines

naturally with age in both women and men, although this decline takes place earlier in women.

There are multiple conditions that lead to pregnancy. Here are a few:

- Starting at puberty, girls begin to ovulate; that is, they generally release a mature egg with each ovulatory-menstrual cycle.
- Starting at puberty, boys continually produce millions of tiny cells called sperm.
- When a sperm joins with an egg (fertilization), an embryo may be formed. The sex of the embryo is determined by the man's sperm, not by the woman's egg.
- A pregnancy results if the embryo attaches to (is implanted in) the lining of the uterus. It is this embryo that will develop into a fetus if the pregnancy continues.

Most commonly, a pregnancy occurs through heterosexual intercourse, during which the penis enters the vagina and the male ejaculates, releasing sperm.

A woman or a couple may choose to have children or not. **This choice is a basic human right.** A woman also has the right to decide freely on the number of children and spacing between the children she does choose to have (Convention on the Elimination of All Forms of Discrimination against Women, Article 16).

Early signs of pregnancy differ from woman to woman and between pregnancies. They may include:

- | | |
|-----------------------------|-------------------------------|
| • a missed period | • nausea and vomiting |
| • tender or swollen breasts | • cramps |
| • sensitive nipples | • feeling bloated |
| • frequent urination | • changes in appetite |
| • unusual fatigue | • feeling unusually emotional |

Pregnancy can be confirmed with a pregnancy test, which may be performed by a healthcare provider or purchased from a pharmacy for a woman to test on her own.

Adolescent & Unplanned Pregnancy

How can you avoid adolescent or unplanned pregnancy?

Where can you find these resources?

Why is it important to discuss the possibility of pregnancy with your partner?

In what ways might an unplanned pregnancy affect your dreams for your future?

What are the different levels of responsibility for men and women in regards to unplanned pregnancies?

Sexually-Transmitted Infections

Sexually transmitted infections (STIs) are infections passed primarily by sexual contact, including vaginal, oral, and anal intercourse. A variety of different organisms may cause an STI. Certain parasites such as pubic lice and scabies also may be transmitted by sexual contact.

STIs can have serious health consequences for men and women. **Many common STIs are difficult to detect among women, however, and some have more serious consequences for women than for men.** For example, the spread of chlamydia or gonorrhea to the upper reproductive organs is a common cause of infertility among women. Infection with certain STIs increases the likelihood of acquiring or transmitting HIV infection. Some, but not all, STIs are curable. Others, such as HIV, are not. Early treatment eliminates or reduces the consequences of most STIs.

Some STIs can be transmitted by skin-to-skin contact. Some are transmitted through the exchange of bodily fluids. Some can be passed to a baby before it is born, during childbirth, or via breastfeeding.

How can you find out if you have a sexually-transmitted infection?

Local health resources that exist which provide STI testing:

Contraceptive Methods

Contraception can be defined as **any method used to prevent pregnancy**. Using contraceptives allows many people to enjoy their sex lives without having to worry about unwanted pregnancy. Some contraceptives also allow people to enjoy sex with less worry about sexually transmitted infections. Contraceptive use enables many people to have greater control over their bodies, their relationships, and their broader social and economic lives. Discussing and using contraceptives can foster trust and mutual comfort.

Different Types of Contraceptive Methods

Temporary “user-controlled” methods that block the sperm from reaching the egg			
Method	What it is & how it works	Protection against STI/HIV?	Other characteristics
Male Condom	A thin latex sheath rolled onto the erect penis before intercourse that prevents sperm from entering the vagina.	Yes	It is one of the two methods that offer double protection against both pregnancy and infection, thus may also protect against infertility and cervical cancer. It enables men and boys to protect themselves and their partners. It is easily available. It must be put on during sexual activity prior to intercourse. Some people find that it reduces sensation. It may break or leak, especially if used incorrectly.
Long-acting methods that work inside the body’s system			
Oral contraceptives (“the pill”)	Small pills containing synthetic hormones (estrogen and progestin, or only progestin) that	No	It does not require the woman to insert or apply anything at the time of sexual relations. It may reduce menstrual cramps and

	prevent ovulation and interfere in sperm migration by thickening the cervical mucus. They are taken orally every day by the woman for 21 or 28 days, depending on the brand and type.		the risk of certain kinds of cancer, anemia, breast problems, and pelvic inflammatory disease. The woman must remember to take the pill regularly. Typically, fertility resumes quickly after the woman stops taking the pill.
Injectables	An injection given at regular intervals, usually every one or three months, containing progestin, a synthetic hormone that prevents ovulation and thickens the cervical mucus.	No	The method can be used without the knowledge of others. It does not require the woman to insert or apply anything at the time of sexual relations. It may decrease the risk of certain kinds of cancer. Fertility resumes within a few months after stopping use.
Contraceptive patch	A small adhesive patch applied to the skin that slowly releases progestin and estrogen through the skin to prevent ovulation and thicken the cervical mucus.	No	It does not require the woman to insert or apply anything at the time of sexual relations. It is less effective for women weighing more than 90 kilos (198 lbs.) than for other women. After the woman stops using it, fertility quickly returns.
Intrauterine devices (IUDs)	Small devices, commonly shaped like a T, that are placed in the uterus by a health care provider. Some IUDs release progestin (a hormone), while others contain copper, which has antifertility effects. They keep the sperm from reaching the egg. Some types of IUDs can work for as long as ten years.	No	This method does not interrupt sex; it is not noticeable during intercourse. If an infection is present during insertion, or if the conditions for insertion are not sterile, insertion may lead to pelvic infection and increased risk of infertility. The body sometimes expels the IUD. It must be inserted and removed by a trained health provider.
"Natural method" - Methods that require specific behaviors and an understanding of one's body			
Withdrawal	Pulling the penis out of the vagina and away before ejaculating prevents sperm from entering the vagina. This method can be	No	Withdrawal is always available and free. It is considerably more effective than not withdrawing. It depends on the man's self-control and ability to predict ejaculation; women have no control with this

	effective if used correctly and consistently.		method. It interrupts sex and may lessen pleasure.
Cervical mucus method of fertility awareness	The cervix secretes mucus that can be observed when wiping after urination or on underwear. The type and amount of this mucus changes during the woman's cycle. A woman can learn to tell which type of mucus indicates that she might be fertile and which type indicates that she is not fertile. During fertile days, she can use a barrier method of contraception or she can abstain from intercourse. (See fact sheet on Menstrual Cycle).	No	This method increases a woman's awareness and understanding of her body. It allows a woman to predict when she will begin her next menstrual cycle. It can also help couples who are trying to become pregnant to identify the most fertile days of the cycle. It is acceptable to religious groups that oppose the use of other methods. It requires time to learn the method, the discipline to maintain daily observation of mucus, and the cooperation of the woman's partner.
Calendar, standard days, or cyclebeads method	Many women have menstrual cycles that are fairly predictable in terms of how often a new cycle starts. CycleBeads (used for the Standard Days Method) and the calendar are two methods that a woman can use to identify the fertile days during which she can abstain from sex or use a barrier method of contraception.	No	This method is most practical for women with regular cycles. It can also help couples who are trying to become pregnant to identify the most fertile days of the cycle. It requires the woman's partner's cooperation.
Permanent surgical methods			
Vasectomy, male sterilization	A simple, outpatient operation in which the vas deferens is cut and tied. Sperm then are harmlessly reabsorbed into the man's	No	Vasectomy is not effective until three months after the surgery. This is a permanent method.

	body, rather than entering the semen. It does not change a man's ability to have sex, feel sexual pleasure, or ejaculate.		
Female sterilization, tubal sterilization	A surgical procedure to cut and tie (tubal ligation), or block, the fallopian tubes, preventing the sperm and egg from meeting. It does not change a woman's ability to have sex or to feel sexual pleasure.	No	This is a permanent method.

Activity — Gender & Condom Use

Take a few minutes to write down what you learned discussing with the other girls

What did I learn about gender and condom use?

What myths about sex and desire did we talk about? What was at least one new thing that I learned?

Closing — Rose, Bud, Thorn

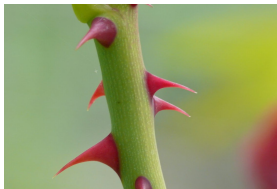
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Tarea: Interviews with Adolescent Parents

Interview 1-2 adults who became a mother or a father when they were adolescents.

Free Space

Week 5: Respect, Violence-free Relationships, Equality within Relationships & Sexuality

Some of the things we will be talking about today might be difficult for you. Because we are going to talk about violence in the home, we encourage you to take care of yourself throughout the day. If you need to get up and take a break, do that. If you would like to talk to one of the adults, please do.

Review of Last Week

What was last week's theme?

What did you write in your journal that you learned last week?

Activity — Problem-Solving in Relationships

Important to Note: You have the right to end a relationship if you choose to, regardless of what the other person wants. Of course, it is not always an easy choice and these decisions can cause a whole range of emotions. Even if you are the person who decides to end things, you might still feel lonely or sad. Sometimes, of course, it can be a relief.

What did I learn from the relationship scenarios?

It is normal for couples to disagree about some things. What are some disagreements you would be willing to work through?

Discussion Questions

- What was the problem in this scenario?
- How did the couple deal with it?
- Is this something that you can imagine seeing in your community? Does the outcome differ sometimes?
- What other options for a resolution does the rest of the class see?

Did You Know? You have a fundamental right to be free from violence. And yet, we know that women are more likely to be subject to violence in the home. Gender norms, like we talked about a few weeks ago, have a big impact on the kind of treatment we accept from others. In a society where girls are expected to be quiet and do as they're told, they might also learn the lesson that they should tolerate pain and mistreatment.

Closing — Rose, Bud, Thorn

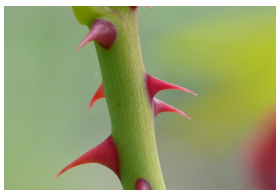
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Tarea

Mini-investigation Project

This homework will give us a better idea of how the gender norms we talked about today have changed over time. You just received a table [below] and your task for the week is to find a woman from an older generation--perhaps your grandmother, an older aunt, or a neighbor--and ask them to talk to you about how these things have changed. Ask these women about what they were expected to do or be as girls, and you can assess whether that has changed in the third column.

If you are not sure who to talk to or you have any other concerns about the project, please speak with one of us and we will help.

Safety accommodations: working in pairs, bringing a parent or sibling with you, meeting in public spaces

Topic--what was this like?	In their time	For you now
Education		
Helping at home		
Playing with friends		
Dating		
Working		
What other changes?		

Free Space

Week 6: Communication, Decision-Making & Self-Esteem

Introduction: “Human Knot” Activity

What did I like about the “human knot” activity?”

What did I learn about myself by doing this activity?

How are we all connected?

What does it mean to work as a team?

What can this activity teach us about communication?

Activity – Ways to Communicate

What are some ways in which humans communicate?

Good communication involves being a good listener, considering and respecting the other person's point of view, working together to think of solutions, and learning to relax the body and calm the mind during high tension situations. Practicing these positive communication skills can help people make responsible choices during high-tension situations and avoid violence and further problems.

How do you communicate most often? How would you get people to understand you if you couldn't communicate that way anymore?

How can I respect other people who might not communicate in the same ways that I most often communicate?

Activity – Conflict Resolution

What is conflict resolution?

Conflict resolution means working out a problem or disagreement without fighting, running away or going against your feelings. Knowing how to handle conflicts in a positive way can help people stay safe from violence, feel good about themselves, learn to respect others, and build confidence and self-esteem.

Did You Know? Conflict and tension are natural parts of humans' relationships with each other. Even so, the use of violence is **not** a natural part of relationships.

How can conflicts be resolved peacefully?

Creative Writing Prompt

Describe a situation you were in recently that was not solved peacefully. How would you go back and change it if you could? How do you respond to conflict? What do you think is your communication style, especially when it comes to conflict and conflict resolution?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Five Steps for Communicating about a Conflict

1. When you _____ (specific behavior)
2. I imagine (or start to think) that _____
3. And that makes me feel _____ (an emotion word)
4. And it makes me want to _____
5. But I still _____ you.

Do these words help you to express your real feelings?

How does it feel to identify and state your feelings?

Remember that you have a right to be treated with respect. When you feel that you are not being treated respectfully, you should speak up for yourself. If you don't, who will?

Activity — Making Difficult Decisions

Eight Steps for Implementing a Difficult Decision

Step ONE: Consider what will make the decision easiest to carry out.

Step TWO: Think about likely barriers to carrying out a decision.

Step THREE: Rehearse your decision safely or privately.

Step FOUR: Discuss the decision and plan with a supportive person.

Step FIVE: Think about how to carry out your decision in the safest way.

Step SIX: Implement your decision according to your plan.

Step SEVEN: If barriers arise in carrying out a decision, develop a different plan of action or rethink the decision.

Step EIGHT: Be aware that even when people do not encounter a barrier, they have the right to re-evaluate decisions and change their minds.

Choose a “Difficult Decision” from the options below, and practice using the “Eight Steps to Implementing a Difficult Decision” above. Write about the decision you chose, and which steps of the Eight Step plan were the hardest to consider. Why?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Examples of Difficult Decisions

You have decided to date someone against the wishes of your parents.

You have decided to use a condom every time you have sex.

You have decided not to have sex with your partner even though that partner has threatened to leave if you don't agree to have sex.

You have decided to break up with your intimate partner (girlfriend or boyfriend).

You have decided to tell your parents that you (or your partner) are pregnant.

You have decided to leave a violent partner.

You have decided to get tested for HIV.

You have decided to tell your partner that you are not experiencing pleasure (or orgasm) during sex.

You have decided to tell people close to you that you are infected with HIV.

You have decided to tell your boyfriend or girlfriend that you know that he or she is having a sexual relationship with someone else.

You have decided to tell your boyfriend or girlfriend that you have been unfaithful.

An older man, such as a relative or teacher, has made you feel uncomfortable and you decide to tell your mother, or an adult that you trust.

A man has made unwanted sexual advances and you are not sure you can tell someone about it because he is an adult.

Closing — Rose, Bud, Thorn

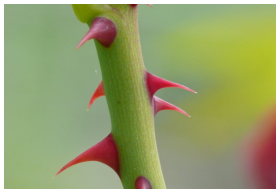
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Homework: Revisiting the “River of My Life”

The homework this week revisits our answers to the “River of Life” activity that we did during the very first session. Consider how you answered the questions from 6 weeks ago (see page 3).

- Where have I been?
- Where am I now?
- Where do I want to go?
- What are some difficulties I've had so far?
- What are the goals of my life?

Have your answers to these questions changed or remained the same? For either answer, why do you think that is?

Free Space